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VISION

The vision of the journals is to provide an academic platform to scholars all over the world to publish their novel, original, empirical and high quality research work. It propose to encourage research relating to latest trends and practices in international business, finance, banking, service marketing, human resource management, corporate governance, social responsibility and emerging paradigms in allied areas of management including social sciences , education and information & technology. It intends to reach the researcher's with plethora of knowledge to generate a pool of research content and propose problem solving models to address the current and emerging issues at the national and international level. Further, it aims to share and disseminate the empirical research findings with academia, industry, policy makers, and consultants with an approach to incorporate the research recommendations for the benefit of one and all.

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PROMINENCE OF INFORMATION BASES& MEDIA ASSESSMENTS IN THE POST CONFLICT MARKETING ENVIRONMENT

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ABSTRACT

Post conflict marketing environment is exclusive, and furnish opportunities for marketers to sell their product and services to the potential customers who are returned to their habitual life. The customers in the post conflict environment search for information sources, to rebuild, and redevelop their buying patterns. The importance place on information source and their predispositions towards media in general guide the selection of product. Present study was undertaken to identify the importance given by the consumers, to different media in the post conflict marketing environment. Convenience sampling technique was used to collect the data from 1750 customers in the northern and eastern provinces of Sri Lanka. Findings showed that Word of mouth and local newspapers ranked as the most important information sources, and the local loudspeaker announcement ranked as an irritating information source. Consumers from both provinces identified TV commercials as important sources of information. Therefore it is need for creating better advertisement strategy to attract consumers in the post conflict marketing environment. Evidently word of mouth is an important determinant of purchase decision among northern and eastern province customers. Marketers therefore need to stimulate interpersonal communication among family and friends. They also have to concentrated more on local newspaper advertisement and its design

KEYWORDS: *Information Sources, Media Evaluation, Post-Conflict Marketing Environment.*

INTRODUCTION

War is a devastating experience, leaving its mark on society, physical structures, legal systems, and almost every aspect of a country's social, political, market and economic fabric. For reconstruction to be effective, it requires a careful and concerted approach that draws on domestic resources, international donor assistance, and private sector resources, and marketing strategies. Countries emerging from conflict typically face multiple challenges in rebuilding homes, schools, factories, banks, communications networks, and other key infrastructure. The currency is weak, human resources diminished, and key institutions seriously impaired, all factors leading to profound, extensive poverty. Therefore at the post conflict marketing environment challenge is to develop an integrated approach that will help countries mend their

post-conflict wounds and move towards a path of long-term sustainable development in marketing and trade.

The conflict between the armed forces of the Government of Sri Lanka and the LTTE began in 1983. It is characterized in part by its relative isolation from the rest of the country. Most of the fighting and war-related destruction has occurred in the 8 contested districts of the North and East, while other parts of the country have remained largely free of such direct destruction. Even districts within the North and East have not experienced conflict in the same way. There is a large degree of variance of conflict experiences and conflict affectedness. In the high conflict areas, the conflict has taken on the character of a civil war, in that non-combatants, or civilians, are drawn in and suffer as a result. The conflict takes place within a highly contested tract of land that is still inhabited in parts.

Background of the study

Since the late 1990s, military operations and the general climate of violence and insecurity had an adverse impact on the regional economy of the North and East. Inter-ethnic trading networks and patterns were disrupted, and the checkpoints and pass system have restricted the mobility of people and goods, as well as market access. The lack of proper transport and storage facilities, and the imposition of double taxing and loading and unloading charges at the check points were all discouraging factors for good marketing environment, the people were restricted for willing to engage in trade despite the prevailing conflict conditions (Concepcion, 2003) [1]. This restriction, and the increased taxation, is a significant impediment to economic activity during conflict. During war constraints are aggravated narrowing the marketing activities (Gerson and Allan.2001) [2]. The reasons for this are that war exhibits an increase in overall risk, relative changes in risks of different activities. In the post-war period free of risk and inducement for industry development enable and encourage marketing to match their solutions to consumers in the conflict affected areas.

In the conflict environment marketers sold their products through a series of several intermediary traders, primarily along their social lines within their village or region. Because they feel more secure having commercial relationships within their own communities, farmers and traders were not communicating directly regarding market demands and producer supplies(Angleong, & Kotler, 2000) [3]. This fragmented delivery of products to the market had a negative impact on both quality and profit margins. The longer it takes an agricultural product to arrive at its end market and the more points of contact it must cross the greater the likelihood that the product quality will have deteriorated, in terms of bruising (Chand, Satish and Ruth Coffman, 2008) [4].

In the post-war era, local firms are facing stiff competition from foreign brands. In order to compete successfully they need to develop new marketing strategies on the post-war perspective (Bray, John, 2005) [5]. At the same time they also need to focus on all the marketing activities from the consumer's perspectives (Gerstle, Tracy and Timothy Nourse, 2007) [6]. At the time of war consumers were more conscious on the product accessibility, and didn't consider the other aspects in the brands, but in the post-conflict marketing environment they expect good value for the money which they expenses on the product (SLE Centre for Advanced Training in Rural Development, 2001) [7].

Marketing is a business philosophy, which emphasizes that satisfying customer needs and wants is the key to an organization's profits and growth (Ferrell, & Hartline, 2002) [8]. It gained

acceptance in the industry in developing countries, because marketing management and its evolution was based on the experience of post war shortages, and the strategies need to be created more effectively in the changing situation, because the marketing strategies are made for the changes in the environment. One of the vase causes for the change in the marketing is political environment. conflicts in the environment changes the political stability and discourage the trade and marketing activities, and consumers consider their life as a first concern therefore available goods and services were consumed for their mortal, their bargaining power was low . At the conflict situation marketing strategies were not needed to capture the customers, but post war environment is different. Marketers develop their market towards the post conflict area to gain market shares, local marketers face new challenges from new entrances and compete with the substitutes, and consumer bargaining power also high, consumers are free of fear and their prepare to choose and consider every aspects of products and services and compare them with each and every products and services.

Post conflict marketing environment is exclusive, and furnish opportunities for marketers to sell their product and services to the potential customers who are returned to their habitual life. The customers in the post conflict environment search for information sources, to rebuild, and redevelop their buying patterns (Mills, Rob and Qimiaofan, 2007) [9]. Because of the experienced gained in the conflict environment, consumers have become more knowledgeable, less naive, and less easily influenced, in addition they have more choices in the market. Marketers who attempt to penetrate their market in to post conflict marketing environment should select the appropriate mix of promotion (Hooley, Piercy, and Nicoulaud, 2008) [10].

One of the challenges facing marketing managers is how best communication messages in the post conflict marketing environment. this not only requires carefully matching the messages preferences of target market to the audiences and or readership profiles of available media, but also necessitates a determination of the importance consumers place on media and their predispositions (favorable or unfavorable)towards advertising in general has an impact on the effectiveness of any given advertisement. After the end of the civil war people have returned to their normal life and searching for new in every aspects, at the same time enterprises are moving into the post conflict marketing environments for having opportunity of adding potential customers. To match their solution with the consumers' needs and wants organizations wants to communicate via better sources, simultaneously consumers seeking for information, which helps their purchase decision. The sources which prefer the consumers, should be designed by the marketers otherwise, the attempt to meet the customer needs may fail.

Based on this background the study build toinvestigate what level of importance is given by the consumers in the post conflict environment? A study addressing these issues is relevant and significant. Results can be of interest to marketers aiming at the post conflict market.

Objectives of the study

- To recognize the importance given by the consumers to the media in the post conflict environment
- To identify the media evaluation by the customers in the post conflict environment
- To compare the importance and media evaluation given by the consumers in the two regions of post conflict marketing environment

Literature review

Purchase decisions that require high consumer involvement results in the individual placing more emphasis on the information search and evaluation of alternatives stage of the decision making process, as is evidenced where various communication sources are consulted on decision making (Armstrong and Lumsden, 2000; Bonnema and Vander-Waltd, 2008; Yamamoto, 2006) [11,12,13]. A marketer must therefore have communications readily available to consumers informing them of products and services, if they are to be competitive in this environment (Webster, 1988) [14]. These communication sources can be organized into two categories: traditional media and word of mouth. (Hennig -Tharau et al., 2004; Trusov, Bucklin and Pauwels, 2009). [15,16] It is proposed that each of the communication sources will have a different influence on the information search and evaluation phase of the consumer decision making process by potential customers. This is due to the consumers' perception of these sources in terms of criteria such as trustworthiness, expertise, relevance and risk and how they are evaluated in contributing to their decision making process.

Various communication sources are consulted in consumer decision making (Armstrong and Lumsden, 2000; Bonnema and Vander-Waltd, 2008; Yamamoto, 2006) [11,12,13], each of which has a varying influence on the decision making process. A vast amount of research on the communication sources influencing decision making (Maringe, 2006; Moogan and Barron, 2003; Veloutsou, Paton and Lewis, 2005). [17,18,19] Traditional media is the first communication source to be reviewed and this includes the various communication devices the marketer employs to reach and influence potential customers (Veloutsou, Paton and Lewis, 2005) [19]. Several studies conducted in the context have identified that information generated by the university was the most relied upon source in making their decision (Veloutsou, Paton and Lewis, 2004) [20]. Contrary to these studies the research of Maringe (2006) [17]. Word of mouth is the most important communication source to be reviewed and refers to a conversation with a focus on the sharing of information regarding individuals' experiences with various products and services (Steffes and Burgee, 2009) [21]. The most common sources of word of mouth include family members and friends (Gauri, Bhatnagar and Rao, 2008) [22]. As a communication source, word of mouth is said to be influential to the decision making process of students with reference to university selection, though it was not ranked as the most influential source.

Electronic word of mouth communication is the final communication source to be considered. Although this communication source lacks the face-to-face contact compared to traditional word of mouth (Andreassen and Streukens, 2009) [23], the ability to seek advice from these networks at any time, from any place makes this source attractive to consumers (Cheung, et al., 2009) [24]. These online communities are said to have a positive influence on the consumer decision making process (De Valck, Van Bruggen and Wierenga, 2009) [25], and are seen as more credible and of higher relevance to the reader compared to information generated by a marketer (Bickart and Schindler, 2001) [26]. Other studies have identified that consumers are more conscious of recommendations made on the Internet due to credibility issues (Wathen and Burkell, 2002) [27].

Research Methodology

The population of the research is the people who engage in purchase activities in the post conflict marketing environment. The researcher used convenient sampling to select the sample. A sample consisted of 1750 people, who engage in active purchase in the post conflict environment of Sri Lanka. The reason behind choosing non-probability sampling is that, the researcher would have

gone for probability sampling for the customers, then a sample frame would have been needed to collect and from the list of consumers, who are actively participating in purchasing activities. Due to lack of the sampling frame work, researcher chooses convenience sampling technique to select the sample for the study.

Four point scale ranging from 1=unimportant to 4=important were used in eliciting the levels of important respondents placed on various personals, commercial, public and experiential sources of information in their purchase decisions. To elicit information regarding how respondents evaluated advertisement in various media, they were asked if a series of characteristics (informative, helpful as buying guide, irritating, exaggerated, believable, boring, misleading, has negative impact on children) applied to advertisement in different types of media.

RESULTS AND DISCUSSION

The gender distribution of the survey respondents is 54.4 % males and 45.5 % female. The results also indicated that the samples have age predominantly between 21 and 25, which is 65%. More than 80% of the respondents are single. Majority of the respondents have college or higher education level: 13% are master degree holders, 54% of the respondents are at the degree/or professional qualification level and 36% of respondents are diploma/advanced diploma holders.

To determine the relative importance accorded to various information sources by the respondents, mean importance scores for each source was calculated and ranks were then assigned from the highest mean (most important) to the lowest mean (least important). As can be seen from table 1 consumers rate their own knowledge resulting from word of mouth and past experience as the most important source of information. This TV commercial is followed by word of mouth. Family members and friends respectively rank as third and fourth most important sources. Of the mass media sources investigated besides local newspapers TV commercials received high ratings. Results show that consumers do not consider salesman as a key information source. Results also point out that outdoor advertising is rated among the important sources with the rating just above sales person. As reported in the table 1 local loudspeaker announcements, internet advertisement, mobile advertisement are the least important sources for the consumers living in the post conflict marketing environment.

As can be seen in the table 1 consumers in the Northern Province rated their own knowledge resulting from local newspapers as a single most important source of information. This experiential source is followed by word of mouth. Past experience and TV commercials respectively ranked as third and fourth most importance information source. Of the mass media sources investigated beside the local newspapers other print media received high ratings. Results show that Northern Province consumers consider sales person as least information source. Results also pointed out that outdoor advertising is rated among the unimportant with the ratings just higher the sales people. As reported in the table both internet and mobile advertisements are the least important sources for the Northern Province consumers. Eastern consumers as well as ranked past experience and word of mouth as the most and internet and mobile advertisement as the least important information sources according to them past experiences and the local newspaper advertisements are the second and third most important information sources. These are above TV commercials and ads appearing in print media. A trend that can be readily inferred from the rankings is that similarities between the two groups (northern and eastern customers) outweighed differences. This is confirmed by the positive and significant by the rank order correlation ($r_{s=.845}, P<0.05$)

TABLE 1: IMPORTANCE OF INFORMATION SOURCES

	North	East
Family members	10	9
Friends	11	8
Sales persons	15	13
Past experience	3	2
Word of mouth	1	1
Publicity	9	12
Trade Shows/exhibitions	13	14
TV commercials	4	4
Radio Commercials	8	10
Local newspaper advertisements	2	3
Magazine advertisement	7	6
Brochures and leaflets	5	7
Billboards and banner advertisement	6	5
Point of sales display	14	7
loudspeaker announcement	14	15
Internet banner advertisement	16	16
Mobile advertisement	17	17
$r_s = 0.083$ $P < 0.05$		

Table: 2 presents the rankings of six advertising media across eight characteristics that can typify the nature of advertisements in a medium. These ranks were based on the number of mentions received by the media across each characteristic as can be seen from these results, respondents found ads in local newspapers as the most informative. In the reverse order advertisement in these media were also deemed most helpful as buying guides. Local loudspeaker announcement and radio advertisements were found the most irritating and boring. TV commercials were viewed as the most ex-aggregated, most misleading and having negative impact on children. It appears that newspaper advertisement was deemed the most believable.

When the results in table 2 are examined from the perspective of consumers from Northern Province, it can be seen that, Northern Province customers also found advertisement in newspapers as the most informative. These media were also deemed the most helpful as buying guide. They ranked internet and mobile advertisements as the most irritating, exaggerated and misleading. TV commercials were viewed as having most negative impact on children. It appears that newspaper advertisements and word of mouth ads were believed as most believable.

To discern the extent of agreement in the relative ordering of media between the two groups, Schucany and Frawley test was applied to the data, the test statistics can range between -1 and 1 where the coefficient of 1 signifies perfect similarity. The results in table 2 show the overall the two groups are not similar ($W=0.003$)

The findings of the study also carry a number of managerial implications for marketers aiming at the two markets. Actual product usages as reflected by past experiences seems to be the most important determinant of purchase decision among Northern and Eastern consumers, therefore the marketers who penetrate into post conflict marketing environment need to design either a selling strategy that stimulate purchase experience or one that simulates it. For example

marketers could stimulate trial by offering free samples price discounts and bonus packs. Experiences could be simulated for the consumers by proving product service demonstrations so as to given them a feelings of the benefits of the product/services similar to feelings that they would have experienced after actual product purchase.

Consumers from both provinces identified TV commercials as important sources of information. Therefore it is need for creating better advertisement strategy to attract consumers in the post conflict marketing environment. Evidently word of mouth is an important determinant of purchase decision among Northern and Eastern province customers. Marketers therefore need to stimulate interpersonal communication among family and friends.

Two differences between Northern and Eastern province customers are of interest. First Northern Province consumers place higher importance on trade show and exhibition as a factor of influencing their purchase decision than the Eastern province customers. Second Northern Province consumers place higher importance on point-of –purchase displays than Eastern consumers

Advertisement in local newspapers are perceived to be the most informative and helpful source for consumers living in the both provinces. These media also perceived as most believable suggesting the print advertising is sufficiently sophisticated and advanced enough in both places to give them the informational content they seek. Consumers in both provinces all perceive such media as helpful as buying guide. These findings suggest that high credibility is associated with local newspaper advertisement among consumers in the post conflict marketing environment. It should be added that although appeals to consumers in the post conflict marketing environment would be seem to be approximately placed on television as suggested by the important placed on the TV commercials, there is a general perception that TV commercials are exaggerated , misleading and have a negative, impact on children. Therefore, marketers should take notice of finding and slogan which attract the consumers, who have negative perception on TV commercials.

The study noticed that consumers form both provinces ranked internet advertisement as the least important information source. Furthermore, they perceived internet advertising as the least informative and non-believable and the least helpful as buying guide. Thus a challenge lies ahead in generating interest and educating consumers about internet advertising in both provinces. It is instructive to note that, unlike a television, word of mouth, and local print media most internet advertisement is in form that requires sufficient interest and motivation on the part of the consumers to interact with the advertisement and access appropriate information rather than be passive recipients of the messages (Menon and Soman, 2002) [28]. For internet advertising to be successful internet advertisement must incorporate mechanism to motivate consumers to interact with medium and research detailed product information. Banks are now trying to inform their services via mobile advertisement in the post conflict marketing environment (HSBC, 2001) [29].The study showed that consumers in the post conflict marketing environment ranked the mobile advertisement as a least information source. But Mobile advertising can support markers in various ways because it allows reciprocal communication process between marketers and customers. As more wireless bandwidth become available, content rich advertising involving audio, pictures and video clips can be produced for individual users with specific needs, and inclinations (Varshney, 2003) [30]. Technologies such as the multimedia messaging services (MMS) help to overcome this limitation. Phones with higher resolutions and multicolor displays

can include visual elements for innovative mobile advertisement (Dickinger, Haghirian, Scharl & Murphy, 2004) [31]. Therefore marketers who employ mobile advertisement need to redevelop their strategy for educating consumers on information source and evaluation for enhancing the effectiveness of advertisement because the consumers in the post conflict environment ranked mobile advertisement as irritating media.

Limitation and further research

Respondents in the survey were drawn from the north and east provinces of Sri Lanka. The data were collected from the respondents in the city of the two provinces, and convenience sampling technique was also used to select the respondents therefore the respondents represented upscale segment of the population. Therefore, extension of the research to other cities and villages in the other post conflict markets to other consumer group or the respondents from the non-conflict affected areas are needed for cross- validation. Second in this study, consumer's involvement and or exposure to different media were not considered. This may delimit generalization. Their inclusion in the further studies as moderator, mediator variables can shed further light into the current study. Longitudinal studies would be illuminating in monitoring shift in the relative importance of advertising as an information source and public sentiment towards various media by comparing pre and post conflict marketing environment. Research identifying the nature and direction of such shifts and delineating their underlying reasons would have significant ramification for advertng agencies and their clients. Previous research suggests that the impact of advertising in influencing purchasing decision and consumer attitude and opinions on advertising vary across product categories (Witkowski and Kellner, 1998) [32]. Thus further research examining similar issues across different types of products would be enlightening.

TABLE 2: MEDIA OPINIONS MEDIA OPINION ^a

media	informative	Helpful as buying guide	Irritating	exaggerated	believable	Boring	Misleading	Has negative impact on children
TV	2(2)	2(2)	5(4)	1(2)	3(1)	4(3)	1(2)	1(1)
radio	3(3)	3(3)	2(1)	2(1)	2(2)	2(1)	2(1)	3(2)
Newspapers	1(1)	1(1)	6(6)	3 (4)	1 (3)	6(5)	4(3)	4(3)
Loud speaker ads	4(4)	4(4)	1(2)	4(3)	6 (4)	1(2)	3(4)	2(4)
Internet	5(6)	5(6)	4(3)	5(5)	5 (5)	4(4)	5(6)	5(5)
Mobile ads	6(5)	6(5)	3(4)	6(6)	4(6)	3(6)	6(5)	6(6)

a *the first number in each column indicated the rankings of a particular medium in terms of the characteristics represented by that column for the Northern sample . The numbers in parentheses represents the ranks for the Eastern sample.

W=0.003

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TRAINING FUTURE PRIMARY SCHOOL TEACHERS FOR THE ORGANIZATION OF CREATIVE ACTIVITIES AS A PEDAGOGICAL ISSUE

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ABSTRACT

This article highlights the challenges and issues encountered in training future primary school teachers for the organization of creative activities, the difficulties came across in relation to the specifics of the teacher's personality, strategies for overcoming challenges in the work of teachers.

KEYWORDS: *Creation, Creativity, Creative, Reproductive Activity, Vocational Activity, Professional Development, Psychological Protection, Vocational Deformation.*

INTRODUCTION

The goal of developing an independent-minded, creative and highly spiritual person is the bottom line of the country's focus on the physical and spiritual development of the younger generation as a priority of state policy. The tasks set by the President of the Republic of Uzbekistan Sh.M.Mirziyoev in 5 important initiatives to organize activities in the social, spiritual and educational spheres on the basis of a new system require the implementation of crucial measures related to the education of youth. Moreover, the reflection of youth's upbringing and education in the Presidential Decree "On the State Program" Entitled Youth are Our Future" as of June 17, 2018 and the Presidential Decree No. PD-5712 "On Approval of the Development Concept of the Public Education System of the Republic of Uzbekistan by 2030" as of August 29, 2019 demonstrate that the issue is relevant in the life of society and the nation.

The requirements set out in these documents are linked to the nature of the innovative changes being achieved in the system of continuing education, and mainly on the primary education process, because at this stage, students learn the basics of literacy, computational thinking, work skills, and elements of personal spirituality. Therefore, the modern education system, its goals and objectives must be consistent with the solution of the issues set up for the educational process that serves the development of our country. These require a systematic increase in the creative activity of the subjects of the modern education system, in particular, primary school teachers, in accordance with the level of development of society.

The national methods of upbringing, values and traditions of the people, the precious contribution of great thinkers to world civilization, the effective use of the rich spiritual heritage will certainly have a positive effect in the spiritual, moral and aesthetic upbringing of the younger generation. Consequently, the concept of upbringing is based on the idea of "influencing

the pupil's consciousness (emotional and mental spheres that inspire practical activities of a social nature) and behavior in order to form certain guidelines, concepts, principles, values that provide the necessary conditions for personal development" [1; p.21].

Educational institutions, the family, the community, the media, the Internet and the general public play an important role in the development of the individual. The combination of philosophy, psychology, pedagogy, history, language and literature is an important factor in the organization of the collective creative activity of future primary school teachers in the spirit of national and universal values, humanity, patriotism, diligence, high faith.

Advanced practices in national pedagogy provide ample opportunities to transform primary school teachers into active participants in society. "The highest spiritual and physical perfection of mankind", "education of a healthy generation in our renewed society", "formation of a free civic spirit", "bringing up harmoniously developed people through a high level of spiritual and educational activities" [2; p.56] are the essence of the methodology of upbringing.

The state policy aimed at upbringing spiritually mature and harmoniously developed youth is closely linked to the methods of spiritual and moral education, which is carried out in all parts of the system of continuing education, in particular in higher education to increase students' independent thinking, creativity and intellectual potential. In this regard, the following words of President Sh.M.Mirziyoev are worth mentioning: "All the reforms and changes being carried out in our country, and large-scale programs are aimed at a single and great goal i.e.upbringing our children as mature and harmoniously developed individuals in all respects"[3; p.412].

When it comes to organizing the creative activity of future primary school teachers, it is advisable to determine what creativity is, and afterwards, to choose the criteria for organizing the creative activity.

The concept of "creativity" is the analytical basis of many disciplines. The versatility of this skill plays an important role in determining its meanings. The concept includes such meanings as "creative attitude", "creative activity", "creative work", "creative personality", "creative originality" and etc.

At the end of the 19th century, many philosophers put forward ideas on the concept of creativity, each of which has its own individuality and diversity of thinking. Consequently, creativity is "human activity that creates new material and spiritual values of social significance."

"Creativity is one of the forms of human activity aimed at overcoming contradictions, which requires objective (social, moral) and subjective personal conditions (knowledge, skills, creative abilities), and the result of which is novelty and progress [4; p.53].

"Creativity is an activity, the result of which is the emergence of new material and spiritual values" [5; p. 457].

Human self-awareness as a subject of creativity has set new directions in the consideration of the problem and concepts of creativity. Philosophers study the essence of human creative activity, the problems of epistemological and general methodological features. Accordingly, in the local philosophy of the twentieth century, the goal was to attempt to solve the problem of CREATIVE MAN.

For the next substantive description of creative pedagogical activity, it is necessary to refer to the concept of “creativity”, which is the core of the category under investigation.

Ye.P. Torrens, one of the developers of the theory of creativity, defines creativity as a process of emergence of sensitivity to problems, lack of knowledge, their inconsistency, incompatibility;

Based on his model, G.Gilford distinguishes four factors of creativity: originality, semantic flexibility, figurative flexibility, and semantic spontaneous flexibility insufficient methodological support for the organization of creative activities of future primary school teachers;

- In the educational process, along with the orientation of students to creative activities, no attention is paid to the development of communicative competencies, conducting seminars, trainings and master classes aimed at mastering innovations in the field;

- Lack of attention to the effective utilization of information technologies in the performance of creative tasks and exercises, the formation of knowledge, skills and abilities to create e-learning resources, etc.

In the book “Teacher’s Pedagogical Creativity” by V.I.Zagvyazinsky, creative activity is defined as the creation of a new pedagogical system, the discovery of unknown laws, new ideas, methods, tools; creation by innovating, awakening the forces based on the inner essence of man” [6; p.54]. The scientist distinguishes the following different aspects of pedagogical creativity:

1. Strictly defined and limited from the perspectives of time. If something unexpected happens in the classroom, the teacher must make a new decision as soon as possible.

2. Since pedagogical creativity is an integral part of the educational process, it should always lead to positive outcomes. The negative ones, on the other hand, can be in imaginary tests and assumptions only.

3. Pedagogical creativity is always a collaborative creative work.

4. A significant part of creativity is done in public in front of people (the ability to control their mental state).

The objective conditions of the challenges and issues encountered in the creative activity of the primary school teacher can include the following:

- a) Insufficient methodological support;

- b) Superficiality in the assessment of activities;

- c) Involvement in secondary tasks.

The followings are a number of difficulties that arise in connection with the specifics of the teacher’s personality:

- Insufficient internal strength and capabilities in the implementation of pedagogical activities;

- Violation of the mechanism of self-direction, which does not allow to change its activities in line with the reforms in the field;

- Negative psychological conditions (insecurity, nervousness, fear, dissatisfaction with their work, etc.).

Overcoming difficulties in the teachers’ professional activities requires the following strategies:

- 1) Professional development (constructive strategy);
- 2) Psychological protection (protection strategy);
- 3) Vocational deformation (destructive strategy).

Challenges for skilled educators are closely linked to overcoming innovation barriers. Obstacles to pedagogical activity are often manifested in the form of restrictions on pedagogical activity. It is recommended to use more than one strategy to address the challenges associated with this typology. For example, the challenges of young teachers require, first of all, the gradual improvement of their professional development, psychological support in solving professional problems, self-confidence, a sense of responsibility and strategies to succeed in changing situations.

The study summarizes the views on what a creative educator should be, and concludes that pedagogical activity is a creative solution to many practical problems, i.e. the ability to anticipate, design and organize the educational process, diagnose students and improve their development. This requires the teacher to have vocational skills: independence, professional sensitivity and empathy, critical thinking, problem-solving, anticipation of complex situations, striving to create an individual creative style and self-improvement qualities. In short, creativity is referred as an activity that creates some kind of qualitative innovation.

The acquisition of creative activity skills in a person is reflected in the types of activities carried out by them. Activity is “work, training, movement in a certain sphere” [7; p.326].

Researcher G.Amirova, who studied the optimal ways to develop children’s creative abilities, notes that activity is a process of action manifested in “practical activity, one of the factors that teach to quickly perceive the shape, essence and spatial position of objects, notions and things.” It is an activity aimed not only at mastering the world, but also at expressing one’s identity” [8; p.12].

In our view, the system of preparation for the organization of collective creative activity is a continuous process, which requires the student’s aspirations, interests, tendencies to be based on measures that allow the teacher to support, direct, show talents and abilities.

Creative thinking is the main criterion that guides creative activity. G. Ergasheva, who studied the main components of the development of creative thinking in students, noted that “the spiritual and psychological nature in the community should be aimed at creating a creative environment, eliminating the factors that negatively affect creativity. A favorable psychological environment is characterized by: increased growth of the creative process in all students, freedom of stereotypes, uncomfortable discussions, initiative and independence, interest and readiness for creative professional activity” [9; p.49].

Of course, in focusing on these aspects, it is necessary to pay attention to students’ obvious characteristics, to consider and encourage their individual capabilities. In our opinion, creating a healthy competitive environment among students in preparation for the organization of collective creative activities, providing them with the opportunity to compete, to try their best, motivates them to support creative ideas.

The result of creativity is manifested not only in the creation of a product, but also in the self-development of the creative subject, that is, in the development that takes place in the forms of

human activity. Creative development, like all progress, encompasses an element of two forms: reproductive (re-creating what exists) and creative (novelty that allows for aspiration to move forward). The creative movement is divided into several stages, such as the emergence of the problem, the preparation for the solution, the emergence of the idea, and finally, its integration.

In our opinion, the basis of a teacher's creativity is the interest in their vocation, their inner motivation expressing their benefits, the highly developed will and the desire for radically changed the activities. Therefore, in the organization of the collective creative activity of the future teachers, it is expedient to support their behavior in the interests of, to set clear goals and objectives for students, and to actively involve them in creative activities.

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HISTORICALLY FORMED AND MODERN PROBLEMS OF TEACHING FOREIGN LANGUAGE GRAMMAR; BASIC APPROACHES TO TEACHING GRAMMAR

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ABSTRACT

This article provides some information on the history of English language methods and the study of grammatical topics. In recent decades, there has been a tendency to overestimate the role of grammar, which has led to a significant increase in the number of errors in student speech due to its use of a communicative approach in foreign language teaching - a topic that needs to be addressed. Thus, the problem will be to look for ways to increase the effectiveness of mastering the grammatical material of a foreign language (especially English) in the context of the communicative-oriented direction of this work.

KEYWORDS: *Teaching Grammar Textbooks Eliminate Grammar, Systematic Study Of Grammar, Interlingual Intervention, Explicit And Implicit Sources.*

INTRODUCTION

In the 20th century, the role of grammar in foreign language teaching has often changed under the influence of a number of factors: the practical results of foreign language teaching under the influence of the evolution of linguistic theory (including the practice of teaching grammar textbooks) the influence of identity, taking into account the state policy in the field of education under the influence of others.

In the twentieth century, there was a tendency in educational institutions to eliminate grammar and all grammar textbooks almost completely or completely.

To date, there is a tendency to reduce the role of grammar in foreign language teaching. Many European educators believe that when students learn traditional grammars of a foreign language, according to many observations, they do not understand the practical importance of learning grammatical terms and concepts or the purpose of grammatical analysis and emphasize that development goals will not be achieved. Trends in the destruction of traditional educational grammar, including in our country, appeared in the 60s and 70s. In the last decade, there has been a tendency to overestimate the role of grammar, which has led to a significant increase in the number of errors in student speech due to the use of a communicative approach to foreign language teaching. [1]

On the other hand, there are examples of the preservation of the dominant role of grammar in foreign language teaching, which in some cases is based not on methodological expediency but on internal programs and textbooks created under the influence of different opinions of linguists.

Historical experience has shown that, on the one hand, there are attempts to abandon any grammar, and on the other hand, exaggerating its role in the educational process has a negative impact on the results of practical language learning. [2]

Systematic study of grammar:

Pros and cons

There are different opinions among foreign language learners and teachers about the need for systematic study (teaching) of grammar. We now present two opposing perspectives.

Evidence to support the regular study of grammar in a foreign language course

From early adolescence (9–10 years), categorical thinking begins to dominate in children. Learning grammar in a system through the development of grammatical categories allows you to establish systematic connections in language without unnatural movements and to make speech grammatically correct and clean. [3]

Learning grammar is so much fun and exciting that it introduces people to a world of new concepts.

Learning grammar in the system allows you to better understand the features of the native language system.

The study of grammar in the system allows for a better understanding of the cultural characteristics of the people who speak this language, their mentality.

Promotes the development of logic and memory, fosters thinking.

Well-formed grammar skills facilitate the communication process in speech and writing.

Although there are many grammatical phenomena in any language, they can be grouped into very separate categories. Unlike a dictionary, grammatical material is very visible.

Although these developments have been promising, the research that has been carried out has had relatively little impact on professional discourse, where oversimplified ‘procession-of-methods’ views of the past have remained common. [4]

Evidence against the increase in grammar in a foreign language course

By mastering the mother tongue, a person does not learn the rules of grammar, but learns the patterns of speech construction in the process of communication.

Many native speakers make a large number of grammatical errors and omissions, but this is not something that is unacceptable. Very grammatically correct, the absence of errors betrays educated foreigners. [5]

‘Potted histories’ have tended to prevail which reproduce a kind of mythology intended to set off the past from the present, itself viewed as superior. Highly influential in legitimizing this kind of approach, we would suggest, have been Richards & Rodgers’ book, *Approaches and Methods in Language Teaching*, first published in 1986 and in its fourth edition already, and Larsen-

Freeman's (1986) Techniques and Principles in Language Teaching, an even more reductive, ahistorical account, also in its fourth edition. [6]

The explanation of grammar in grammar references is structured using so many specific grammatical terms that it is almost impossible to understand anything for the first time. This explanation tends to confuse the uneducated reader rather than provide the necessary help.

The effectiveness of speech interactions is determined not only by adherence to grammatical norms, but also by other speech and language skills and abilities. [7]

We should try to avoid mistakes that radically impede the effective interaction of speech, but at the same time we do not have to fully understand the entire grammatical system of the language.

Separated from real communicative situations, learning grammar by writing rules mechanically and substituting them for abstract, meaningless examples and practicing in a system of translation exercises does little to shape true literacy.

Even in the international examination system, the requirements for the level of formation of grammatical skills do not occupy such a large place and are not strictly controlled as in the local practice of foreign language teaching, where grammar is literate and successful in learning a foreign language. [8]

Difficulties in mastering the grammatical aspect of speech in a foreign language

In order to properly organize the acquaintance with the grammatical structure and its preparation, to anticipate and minimize possible errors, the teacher tries to analyze the difficulties that this grammatical phenomenon can cause to the students.

Let us now attempt to classify the difficulties that may arise in the teaching of grammar in terms of the emergence of interlingual and interlinguistic interference.

Interlingual intervention

Morphology and syntax differ in the study of grammar in any language. In morphology, different parts of speech, word formation, and so on are studied. Syntax includes building simple and complex sentences, punctuation, direct and indirect speech, and much more.

However, when studying the "noun" section in Russian, English, German, Spanish, and French, for example, you may find many features that are unique to just one of these languages. [9]

Learning local and foreign/ foreign languages together inevitably leads to a certain interlinguistic interference, because if the rules are mechanically translated from one language to another, it leads to errors:

Formation of comparative levels of qualities;

Word formation methods and their features;

Coordination of noun / adjective cases;

Punctuation marks.

Intralingual intervention

There are many grammatical events in a translated language that students can confuse, especially if these events are completely or partially absent in their native language. For example, when

learning English, it is difficult for students to distinguish temporal forms of verbs, especially perfect and extended tense forms that are not in Russian. As mentioned above, in English, the present, future, and past can be expressed in various temporal forms. For Russian-speaking students, the abundance of such temporal forms and time-related events do not cause difficulties and contribute to errors. Similar examples can be found in other languages.

Basic approaches to teaching grammar

Depending on the learning environment, the nature of the audience and the grammar material itself, as well as the teacher's position in teaching grammar, the process of getting acquainted with grammatical material and teaching it can be structured in different ways. [10]

To illustrate this process in a particular system, we will look in detail at the approaches traditionally established in foreign language teaching methodologies and the grammar teaching methods available within them. [11]

The approach is the most general, strategic rule of foreign language teaching. The term approach is often confused with the term method.

The method, in contrast to the approach, involves the development of concrete steps, the existence of certain principles, the use of specific methods. [12]

Traditionally, two approaches have been identified in teaching grammar - explicit and implicit. In the first case, to teach grammar without explaining the rules, in the second, vice versa. Within each of these approaches, two methods have emerged that stem from the strategy of these approaches, but differ significantly in terms of principles, practical techniques, and sequence of actions.

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PATHOMORPHOLOGICAL FEATURES OF THYMUS IN INTRAUTERINE-INFECTED NEWBORNS WITH BODY HYPOTROPHY

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ABSTRACT

In the work, an analysis of pathomorphological changes in the thymus of infants with extremely low body weight in general hypotrophy of organism (ENMT) developed under conditions of intrauterine infection was carried out. A study group included 77 body hypotrophy neonates who had developed in the presence of in utero infection. The main causes of their death were the following conditions: generalized viral and bacterial infection of mixed genesis (n=49 (63,6%)), congenital pneumonia (n=14 (18,2%)), bilateral hemorrhage into the ventricular system of the brain (n=12 (11,4%)), congenital sepsis (n=4 (5,2%)), and visceral malformations (n=10 (13%)). A comparison group consisted of 27 body hypotrophy (disorders of blood supply, dystrophy) babies; the main cause of their deaths was asphyxia resulting from acute uteroplacental circulatory disturbances. Transplacentally transmitted infections were not identified in this group. Thymic structural features in the examined groups were studied using a set of current morphological studies. Histological, immunohistochemical, electron microscopic and morphological studies revealed three variants of thymic structural changes: normoplastic, retardant and dysplastic. Anomalies of the shape, ectopia, and hypoplasia of the thymus, impaired corticomedullary differentiation in the lobules, and decreased CD1a, CD3 T-cell expression were shown to be the morphological signs of dyschronic development of the thymus. The morphological criteria for the retardant and dysplastic types of dyschronic thymic development were determined, which constitute the structural basis of immunodeficiency states in in utero infected ELBW newborn infants

KEYWORDS: *Thymus, Newborns, Hypotrophy, Extremely Low Body Weight, Thymus, Developmental Dyschronia, Dysplasia, Infection, Sepsis.*

INTRODUCTION

In the fetus, the immune system, being one of the regulatory systems, provides a stable state of internal fetal homeostasis. Prolonged action of infectious agent is accompanied by depletion of compensatory, reserve capabilities of thymus and disorders of cellular-tissue differentiation of organ [1, 2]. At the same time, insufficient study of the immune system in fetuses and newborns of 22-27 weeks of gestation should be taken into account, as evidenced by a few publications with rather contradictory information about structural and functional changes of immunogenesis organs [3, 4]. Individually, the immune system of fruits in the fetal period of ontogenesis is poorly studied. The obtained new knowledge will serve to diagnose the pathology of the immune system, primarily dyschronism or tissue malformations, which form the structural basis of immunodeficiency states [5, 6]. The fetal immunogenesis system responds to the antigenic effects of the maternal organism, realizing its adaptation and compensatory capabilities. Processes in the immune system such as proliferation, differentiation, migration, cooperation and apoptosis have been found to be genetically deterministic [7, 8]. The main component of the reticular framework of the thymus is polyfunctional epithelial cells. It is proved that reduction of hormone of producing and cytokine functions of these cells, accompanied by their structural changes, is realized in the form of immunodeficiency states [9]. One of the main reasons for the high rates of perinatal morbidity and mortality of children with hypotrophy (birth weight 500-950 g) are infectious diseases, the development and outcome of which depend on the morphofunctional maturity of the organs of the immune system of the fetus and newborn [10]. At the same time, morphoimmunogenesis is a complex process of interaction of progenitor cells and immature thymocytes with structural components of the stroma that form the microenvironment for lymphocytes [11,12].

Target. This study was an analysis of pathomorphological changes in the thymus of newborns with body hypotrophy that developed under conditions of intrauterine infection.

Material and methods

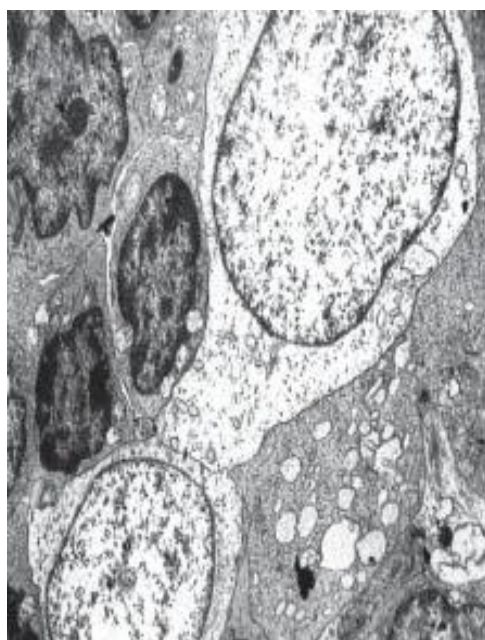
In the study of work, the main group was 77 newborns with body hypotrophy at birth. The death of 56 children occurred in the early, 21 - in the late neonatal periods. The main causes of neonatal death were the following diseases: 49 (63.6%) patients died from generalized viral-bacterial infection of mixed genesis, 14 (18.2%) from congenital pneumonia, 12 (11.4%) from bilateral hemorrhages to the ventricular system of the brain, 4 (5.2%) from congenital sepsis and 10 (13%) children from malformations of internal organs. The etiology of inflammation was determined by direct and indirect immunofluorescence on swabs-fingerprints of autopsy material using diagnostic kits containing appropriate monoclonal antibodies labeled with fluorescein isothiocyanate (FITC). In the newborns of the main group, in 43.4% of cases, herpetic was detected, in 11.4% - chlamydia, in 34.7% - ureplasmic and in 7.5% - mycoplasmic infections, which in 42.3% of cases were combined with bacterial. The study of the structural features of thymus in the study groups was carried out using a complex of modern morphological research methods, including organ metrics, review histology, elective coloring methods (according to hematoxylin-eosin, van Gizon, toluidine blue, PAS reaction), immunohistochemistry with determination of CD1a expression, CD3 T lymphocytes on frozen thymus

sections, transmission The comparison group combines thymuses from 30 deceased children with body hypotrophy, the main cause of death of which was asphyxia, which developed as a result of an acute disorder of utero-placental circulation. No infections transmitted transplacentally were detected in newborns of the comparison group. It should be emphasized that newborns of the main and comparison groups are comparable in terms of gestation dates (25-27 weeks). Immunohistochemical studies were carried out on sections of thymus tissue pieces fixed for 2 hours in a 4% par formaldehyde solution and prepared on Microm NM cryostat. The sections with the primary antibodies were incubated for 18 hours at 4 ° C, with the secondary biotinylated antibodies in a wet chamber at room temperature for 20 minutes. Further, the sections were stained with diaminobenzidine, methyl green was used to identify the nuclei, and after dehydration, the sections were placed in balm. Lymphocyte differentiation was assessed with specific monoclonal antibodies to CD1a, CD2, CD3 T lymphocytes from "Dako Cytomation." Evaluation of the results of immuno-histochemical reactions was carried out by a quantitative method using the method we modified McCarthy et al. (2015). In ten microscope fields of view, at an increase of 400 times, 100 cells with different staining intensity were counted, which was estimated from 0 to 3 points. The expression index (IE) of the studied factors was determined by the formula: $IE = \sum R(i) / 100$, where i is the intensity of staining in scores from 0 to 3; P (i) is the percentage of cells stained at different intensities. In a number of cases, only qualitative assessment was used and, depending on the intensity of staining, it was estimated as negative (-), weak (+), moderate (+ +) and sharply positive (+ + +). Evaluation of the quality of the reaction was carried out on sections with positive control for each of the antigens to be determined. Thymus samples for transmission electron microscopy were fixed in 2.5% glutaraldehyde solution. Post-fixation treatment of the material included double recovery of the fixer in 0.1 M Miloning buffer and additional post-fixation with 1% OsO₄ solution on phosphate buffer for 1-1.5 hours. Semi-thin sections (1 μm) prepared on Leica Ultracut UCN were stained with methylene blue in combination with azure II and fuchsin base. Ultrathin sections were contrasted on the mesh with a saturated solution of uranyl acetate in 100% methyl alcohol prepared in admixture with lead nitrate. The thymus ultra structure was studied in an electron transmission microscope EVM-100AK. The obtained digital material was processed by the methods of variation statistics using the Statistica software. The validity of the differences between the variation rows with the normal type of distribution was assessed by Student's test. The differences were considered valid at $p < 0.06$.

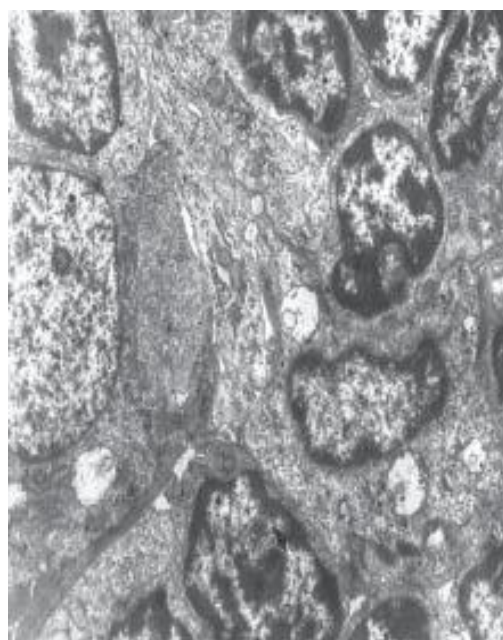
RESULTS AND DISCUSSION

When performing a comprehensive morphological analysis of thymus of 77 newborns of the main group obtained during preterm birth in 22-27 weeks, 3 variants of structural changes were revealed. Thymus 21 (18.2%) of the newborns of the main group had a typical form, was represented by two lobes connected at the base by an isthmus. In the subcapsular zone of the lobes, 2 types of epithelial cells were determined. Cells of the first type of elongated or triangular shape are located on a continuous basement membrane. Moderate chromatin marginalization in the nucleus, a developed granular endoplasmic reticulum and a large number of vacuoles with a protein substrate in the lumen are structural confirmation of the participation of these cells in hormone synthesis (Figure 1, a). The second type of reticuloepithelial cell (REK) has a star shape with a rounded nucleus with a diameter of 12 μm and finely condensed chromatin. Few tonophilaments, multivesicular bodies, vacuoles, short profiles of the rough endoplasmic network and a well-developed plate complex are visualized in the cytoplasm (see Fig. 1, b).

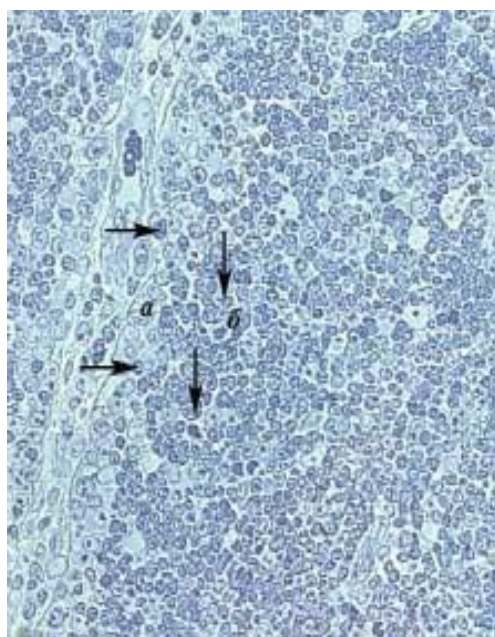
Lymphocytes of the sub capsular zone are dominated by lymph oblasts expressing CD2 antigens on the membrane (IE 2.78 conditional units).



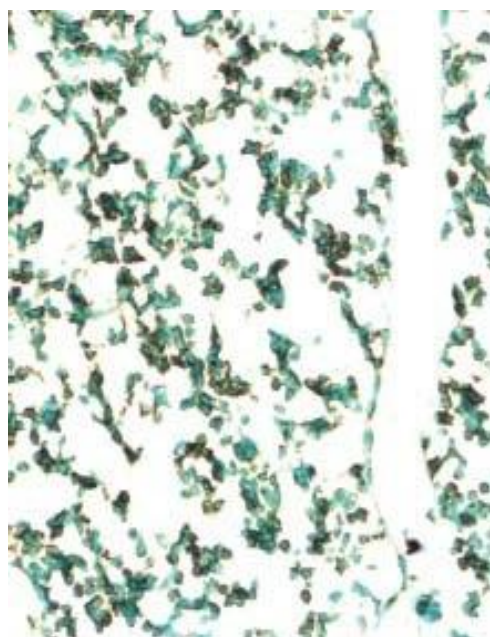
a



b



c



d

Figure 1. Morphological features of the norm of the plastic variant of thymus development in newborns with body hypotrophy. a - REC of the first type. Moderate marginalization of chromatin in the nucleus, vacuole with a protein substrate, invaginations of nucleolemma. TEM, $\times 5000$; b - REC of the second type. Tonofilaments, multivesicular bodies, vacuoles, short

profiles of the rough endoplasmic network and a developed plate complex. TEM, $\times 5200$; in - EPRs of the first and second types (\rightarrow), lymphoblasts; b - formation of lymphocyte-epithelial "modules" (\downarrow). Half-thin cut. Color methylene blue. $\times 450$; d is expression of CD3 T lymphocytes. Immunoperoxidasemethod. $\times 240$.

In 71.8% of cases, the left share in linear parameters exceeded the right. The thymus was dominated by slices of medium and small sizes with twice the specific volume of cortical matter ($65.4 \pm 0.4\%$) above the cerebral ($34.4 \pm 0.8\%$). The inner cortical zone of the lobes of the thymus consists of a broadly loopy network of REK. Structural elements of this zone form peculiar lymphocytic-reticuloepithelial modules. In the center of these formations, light REC is determined, surrounded by medium and small lymphocytes (see Figure 1, c). Direct membrane contact of lymphocytes and REC is one of the main microenvironment factors determining thymocyte differentiation in the internal cortical zone. In this lobe area (68%), medium diameter lymphocytes (6-9 μm) dominate, forming receptors to the antigens CD1, CD2, CD3 (see Figure 1, g). The specific volume of brain matter is 33.6%. Numerous processes of REK create a picture of loopy syncytium. Fan-like tonophila are visualized in the EPC cytoplasm. There is a redistribution of thymocytes with an increase of up to 68% of small forms. T-lymphocytes of the medullary zone, unlike cortical lymphocytes, are mostly mature phenotype and functionally active. Among them, T-lymphocytes with CD2, CD3 antigens predominate. Two types of REC are defined around mature thymic bodies. The first type is distinguished by a polygonal form with marginally condensed chromatin in the core and a large number of tonophila. A distinguishing feature of the second type of cells is the presence of large intracytoplasmic vacuoles. With this version of thymus development, Gassal bodies dominate, corresponding to the phase of morphofunctional maturity is the fineness of their contours, a seven-fold increase in the specific volume of interstitial tissue ($17.34 \pm 0.31\%$) and a two-fold decrease in the parenchymal-stromal coefficient in them (2.4 units). Interstitial layers and thymus septa contain cellular infiltrates represented by macrophages with PAS-positive inclusions or a combination of macrophages with various granulocytopenia cells (neutrophil leukocytes, eosinophils, basophils).

One of morphological evidence of lymphocyte differentiation impairment in the second variant of pathomorphological changes in thymus is a two-fold decrease in the density of light-type epithelial cells in the subcapsular zone of the lobes against the background of a reliable decrease in the specific volumes of both epithelial cells (11.7%) and lymphocytes (69%).

Among the epithelial cells of the outer layer there are areas of "deepithelization," the number and area of which increases in the lateral sections of the lobes. Cell elements are unevenly distributed in these zones. Areas of sharp thymocyte dilution alternate with group clusters of cells. The detected decrease in proliferative activity of thymocytes confirmed by reduction to 0.39 ± 0.03 conditional units ($p < 0.06$) of average histochemical coefficient of DNA in lymphocytes of subcapsular zone. Single lymphoblasts, large and small lymphocytes surround capillaries with a thickened basement membrane. Epithelial cells, located subcapsular, poorly express cytokeratin and contain small PAS-positive inclusions. Around isolated reticuloepitheliocytes, large lymphocytes and single (1-2) lymphoblasts are grouped in the form of a ring and a semi-ring. In the cytoplasm of REK, along with a decrease in the number of vacuoles, lysosomes, and the volume of the granular endoplasmic reticulum, the destruction of mitochondrial crystals progresses. Cell nuclei with submembrane localization of large-lobed

heterochromatin. Kariolemma REK forms deep invaginations. Ultrastructural rearrangements in the REC are accompanied by a decrease in the CD1a expression index, CD3 T lymphocytes. In addition to epithelial cells and lymphocytes, single macrophages and mast cells are present in the subcapsular zone, and focal clusters of lipocytes occupying 1/- 1 are determined in the parenchyma. 8 10 diagnosed in thymus 49 (63.6%) of newborns with body hypotrophy, was distinguished by a reliable ($p < 0.002$) decrease in the organ of metric parameters and thymico-mass coefficient, the value of which was 0.002 conditional units. In 64.4% of cases, atypical forms of thymus were found in the form of additional (2-3) lobes (28.4%) and hypoplasia of the left lobe (5.4%). The most significant decrease in specific volume (69.8%) and density of lymphocytes (27.7 cells) was found in the inner cortical zone of the lobes. Number of formed lymphocyte-epithelial modules is reduced, which is morphological confirmation of lymphocyte differentiation disorder in internal cortical zone of thymus lobes. The formation of structures such as a "continuous" ring around light epithelial cells by medium and large lymphocytes is disturbed. These structures are dominated by middle lymphocytes. Dark epithelial cells are located around capillaries in the form of foci. Along with epithelial cells, lymphocytes also adjoin the vessels. The dominant in the cerebral matter of the lobes of the thymus are epithelial cells. Hypertrophied light-type epithelial cells are involved in the formation of Gassal bodies. Two types of epithelial cells are located around the forming thymic bodies. Cells of the first type with a light cytoplasm, with a rounded nucleus with a diameter of up to 15 μm and focal marginalization of chromatin in German. A distinctive morphological feature of epithelial cells of the second type is the detection of vacuoles in the cytoplasm indicating the preservation of secretory function of this cell type. Gassal's bodies are characterized by quantitative, qualitative and topographic variability. In the second version of thymus development disturbance, single thymic bodies contact with basement membrane of capillaries and post-capillary venules. In the brain substance, the specific proportion of young bodies was reduced by 1.5 times against the background of an increase to 36.3% in the number of cystic-transformed Gassal bodies surrounded by a fibrous capsule. In the center of the latter, pulverized petrificates and fragments of REK, lymphocytes and neutrophilic leukocytes are determined.

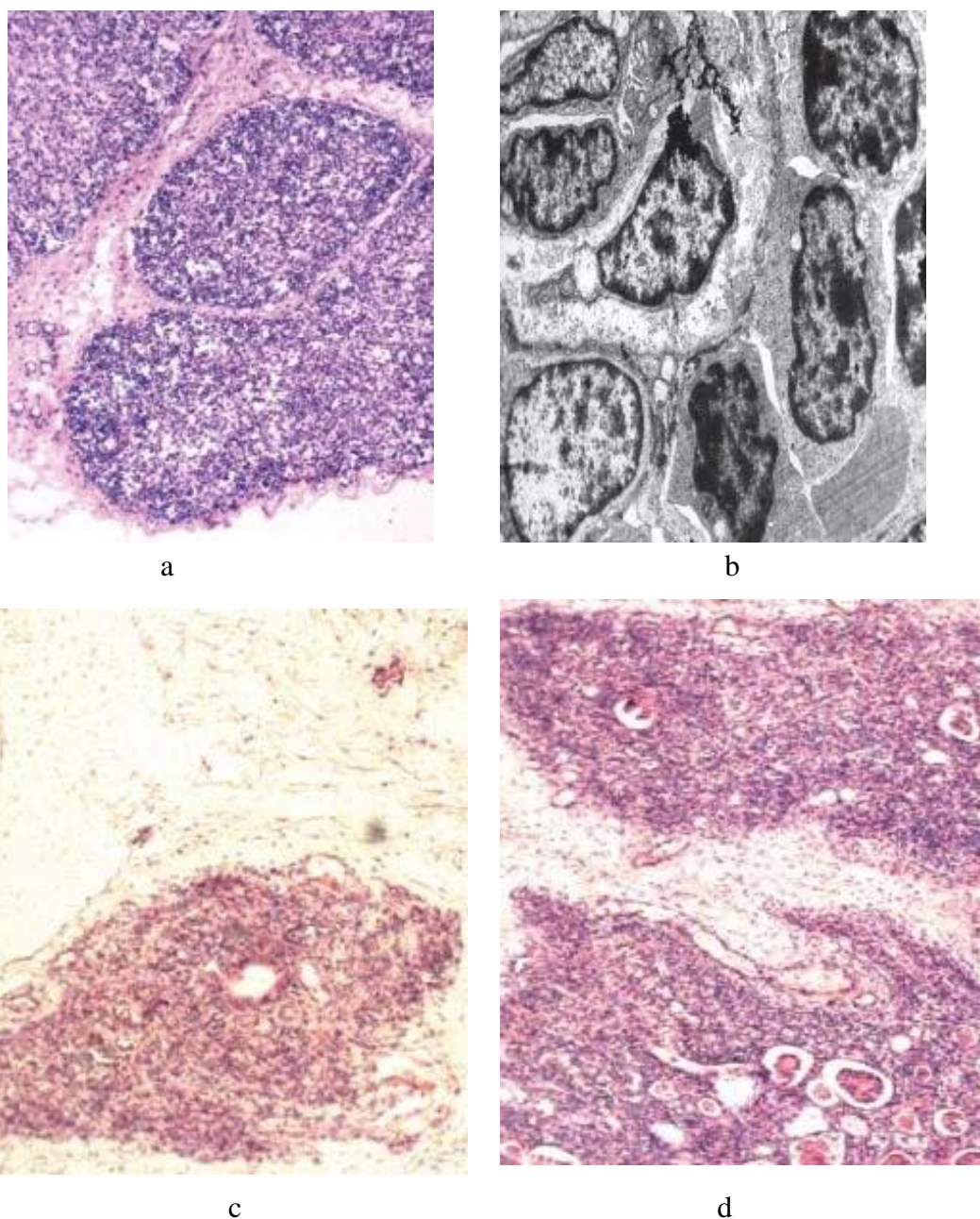


Figure. 2. Pathomorphological signs of dyschronia of thymus development in newborns with body hypotrophy.

a - retardation of zonal differentiation in the lobes of the thymus. Coloring with hematoxylin and eosin. $\times 240$; b - perivenular localization of single EPRs and middle lymphocytes. TEM, $\times 8500$; in - thymus slices of small size without zonal differentiation, wide layers of connective tissue. Hypo-, delimitation of lobes. Coloring with hematoxylin and eosin. $\times 150$; c - hypoplasia of thymus lobes. Cystic transformation and migration of thymic bodies to the periphery of the lobes. Colorhematoxylinandeosin. $\times 240$.

Against the background of a sharp quantitative decrease in lymphocytes in the cerebral matter of the thymic lobes, a small number of macrophages and interdigitating U 18 (17.1%) of newborns with body hypotrophy were diagnosed with a third version of pathomorphological changes in the thymus. The central organ of the immune system in 63.6% of cases is abnormal in form with atypical localization. From the anomalies of the shape of the organ, such deviations from the variants of the norm as trefoil, hypoplasia of the right lobe and the presence of hypoplasized lobes at the base of the organ were revealed. Three children were diagnosed with ectopia of thyroid tissue. Anomalies of the form were combined with a reliable decrease in the organ of the metric parameters of the thymus mainly due to a decrease in the volume of parenchyma ($54.23 \pm 0.37\%$; $p < 0.06$). From parenchyma, rounded or oval-shaped small slices with a diameter of 74 to 113 microns are formed in hypoplasized timuses.

Structural features of the thyroid gland in the third subgroup include violation of corticomedullary differentiation, a reliable decrease in the number of lymphocytes in the internal cortical (63.6%) and two-fold in the medullary (36.4%) regions of the lobes. Quantitative reduction of lymphocytes in thymus lobes is combined with a two-fold decrease in their density per unit area. The density of cells in the subcapsular zone was 14.8, in the internal cortical zone - 24.6 cells. The number of lymphocytes in the cerebral matter of the lobes ranged from 6 to 27 cells. T-lymphocytes are absent in the subcapsular zone, which indicates impaired migration of lymphocyte precursors from the red bone marrow.

The result of delayed and incomplete lobe formation is a decrease in the specific volume of septa ($2.27 \pm 0.15\%$) with the latter located only within the subcapsular zone. In this embodiment, thymus dyschronism increases the specific volume of interdigital connective tissue to $29.94 \pm 0.34\%$, which is 16 times higher than the same indicator in the comparison group (see Figure 2, c). It should be emphasized that a quadruple (1.29 conditional units) decrease in the parenchymal-stromal coefficient in the third variant of thymus tissue differentiation disorder is due not only to an increase in the stromal component, but also to a decrease in the volume of the parenchyma. In the septa and interstitial tissue of the thyroid gland, scarce macrophage infiltration. In the composition of infiltrates, single granulocytopoiesis cells are found. Disorders of tissue differentiation of vessels located in interstitial tissue are manifested by hypoplasia of muscle and elastic structures in the wall of stenosed arteries. The venous channel is expanded, especially in the areas of localization of full-blooded thin-walled venous collectors. In 38.7% of cases, focal clusters of lipocytes adjacent to the lobes of the thymus are visualized in the intermediate tissue. Fatty transformation of parenchyma of subcapsular zones of thymus lobes was diagnosed in 28.6% of cases. The shape, volume, diameter and topographic localization of Gassal bodies in the timuses of the third subgroup were characterized by variability. The specific volume of thymic bodies was $2.63 \pm 0.09\%$. Parameters compared to control group with downward trend. The average diameter of Gassal bodies ranged from 36 to 49 μm and averaged 36.9 μm . The increase in the diameter of the thymic bodies is associated with their cystic transformation and the formation of a fibrous-type capsule around the bodies. In single cases, combining 2-3 bodies into a single formation led to an increase in their diameter from 470 to 730 microns. In addition to brain matter, Gassal bodies are located in the peripheral parts of the lobes (see Figure 2, g). Such localization of thymic bodies is, in our opinion, associated with the functional-structural depletion of REC, which make up the cellular microenvironment and provide differentiation of lymphocytes in the subcapsular zone. The ratio of Gassal bodies differing in maturity varies towards a decrease in the specific volume of young bodies (15.4%)

and mature (37.7%) types. At the same time, the specific volume of bodies in the regression stage, i.e., Gassal bodies of the old type, increases twice (46.9%). Structurally, such bodies have the following features: fibrous capsule, keratogialine, pulverized petrificates and fragments of nuclei. Among the old-type bodies described above, 76% are cystic-transformed forms.

CONCLUSIONS

Thus, in the thymus of newborns with hypotrophy of the body, developed intrauterine in the conditions of infection, three options for structural changes were revealed: normoplastic, retardant and dysplastic. Additional morphological features of the retardant type of thymus dyschronia are a reliable increase in the specific volume of interstitial tissue to $6.13 \pm 0.21\%$, a low content of glycogen and neutral mucopolysaccharides in the medial and basal membranes of large vessels. The normoplastic variant of thymus development is characterized by domination of lobes with completed zonal differentiation, quantitative increase of Gassal bodies of young and mature types and predominance in the internal cortical zone of middle forms of lymphocytes forming receptors to antigens CD1a, CD2, CD3. Significant ($p < 0.06$) reduction of thymus metric parameters organ with reduction of lobe diameter to 36 mm or less, preemption of specific volume of cortical substance (58.64%) over cerebral one, absence of corticomedullary differentiation in 37.8% of lobes, reduction to 69.8% of specific volume of lymphocytes, as well as CD1a expression index, CD3 T-lymphocytes and formed lymphocytic-epitoll.

Confirmation of hormonal insufficiency and disruption of the cellular microenvironment of thymocytes in the retrograde version of thymus dyschronia is a two-fold decrease in the density of REC location, a decrease in the number of vacuoles and the specific volume of the granular endoplasmic reticulum against the background of mitochondrial destruction, as well as a decrease in the number and size of Gassal bodies (less than $75 \mu\text{m}$). The absence of corticomedullary differentiation in the lobes, a reliable decrease in the number and density of thymocytes in all morphofunctional zones, cystic transformation of Gassal bodies against the background of a reliable decrease in their specific volume are structural confirmation of impaired proliferation and differentiation of thymocytes and depletion of the compensatory capabilities of their cellular environment. At the same time, the bulk of the bodies corresponds to the phase of morphofunctional maturity. Diagnostic morphological features of the dysplastic variant of thymus development include form abnormalities (74.8%), ectopia and organ hypoplasia, a two-fold decrease in the parenchymal-stromal coefficient due to the predominance of small lobes surrounded by wide layers of immature connective tissue.

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DEVELOPMENT OF PROFESSIONAL COMPETENCE OF MASTERS OF INDUSTRIAL EDUCATION

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ABSTRACT

The issues of the imbalance existing in the market between the demand of production for the level of qualification of workers, including for the operation of high-tech equipment, and the actual degree of training of specialists for industry are considered. The leading role in narrowing the existing gap is given to the master of industrial training.

KEYWORDS: *Master Of Industrial Training, Competence Model, High-Tech Production, Professional Training.*

INTRODUCTION

The training of qualified workers for modern high-tech production is one of the urgent problems for industry and education. Such a problem arose due to the transition to a market economy, changes in production and, as a result, a decrease in the prestige of many working professions, on the one hand, and rapid technical re-equipment - updating the capacities of enterprises in recent years - on the other.

As a result, a significant imbalance has developed in the modern labor market between the demand for production and the existing level of qualification of workers, including for the operation of high-tech equipment. The speed and quality of professional training of the necessary specialists do not correspond to the pace of technical re-equipment of production facilities.

The idea of building a bridge between the spheres of work and vocational education - formulating, on the basis of the requirements of the economic sphere, the final learning outcomes that describe what people will learn to do after completing a vocational education or training program - underlies one of the promising concepts of modern education, called "competence-based education". an approach". Western scientists stood at its origins - the American David McClelland (1917-1998) and the Scot John Raven (born in 1936). Within the framework of the competence-based approach, the relationship between the economy and education is based on the requirements of the economic sphere, expressed in the form of "educational outcomes" or "competence required to get a job". These economic requirements need to be translated into learning outcomes, i.e. into "competence acquired through learning". At the same time, competencies are considered as a phenomenon that reflects the existing balance of interests of employers, educational institutions, the state, society, as well as the students themselves. Competence is a special result of education, the ability to apply knowledge, skills and practical experience for successful work. [1]

"Competence is what links 'knowledge' and 'action'."

The term “competence” was introduced to replace the narrower term “skill” in order to emphasize the importance of personal qualities as opposed to purely functional skills and abilities. Competence is defined by different authors as readiness for activities: aimed at resolving problems (challenges); in varied new contexts; in a situation of uncertainty; with the involvement of internal and external resources. In the broadest sense, competence is understood as the basic quality of an individual that affects the efficiency and quality of his activities. There can be a lot of such qualities, therefore, the set of possible competencies is also practically unlimited. The educational process, built in line with the competence-based approach, has a pronounced practice-oriented character. The meaning of education is the development of students' readiness to independently solve problems in certain areas and activities based on the use of social experience, an element of which is the students' own experience. The educational process is built as a system of conditions necessary for the formation of students' experience of independent solution of professional and other problems that make up the content of education. In other words, the very approach that we previously called “learning by doing” is being implemented. [2]

However, the most striking feature of the competency-based approach is the authorship of the graduate's competency model: it no longer belongs to representatives of the scientific and educational community or methodologists (as was the case, for example, in the Soviet education system), but is the result of a broad social contract. Representatives of stakeholders (at least employers, the state and the education system, and at most student, parent and wider public) agree on exactly what the results of vocational education in a particular profession or specialty should be. The results of the agreement are recorded and approved in a specific document (for example, in an educational standard). Then, on the basis of this document, each graduate of a professional educational organization is assessed - to what extent he has mastered a given set of competencies. At the same time, representatives of various parties interested in the results of vocational education also take part in the assessment procedure.

Thus, competencies differ from the traditional results of education (knowledge, skills) in that they reflect the currently existing balance of interests of society, the state, educational institutions, employers, and consumers of services. And the main question of the competency-based approach is formulated as follows: what kind of competencies and at what stage of professional education should be formed? And since the balance of public interests is constantly changing (which is associated not only with opportunistic reasons, but also with quite objective ones, such as the development of technology and technology), the graduate's competence model must be constantly reviewed and adjusted. Ideally, annually; at least once every three to five years. [3]

As we can see, the use of a competency-based approach in vocational education strengthens the focus on learning outcomes. If in the traditional system of education, first of all, knowledge, skills and abilities “at the entrance” were recorded (a set of didactic units that need to be studied within the framework of the program, the number of hours, etc.), then in the conditions of the competency-based approach it is initially fixed what kind of knowledge, skills and skills (in the form of competencies) must be obtained by each graduate “at the exit” from the educational process. And on the basis of this, an educational program is drawn up. Competences as the results of vocational education are combined into two large groups: • professional competencies

associated with the performance of production tasks within one or more related professions; • general competencies, universal for all types of activities.

The main task of the master of industrial training is for students to work with full dedication and learn to apply knowledge in practice. The guys learn to work together, study, create, always be ready to help each other. Practice shows that learning together is not only easier and more interesting, but also much more effective. [4]

Practical training is a component of the pedagogical process, the main purpose of which is the formation of the foundations of professional skills of students in a certain field of activity, the development of professional competencies. The concept of "professional competence" is considered as a category that goes beyond professional qualifications. It includes the ability to act mobile in a certain situation, applying one's professional experience to independently solve problems that have arisen.

The form of practical training can be defined as the way, the nature of the interaction of the master of industrial training and the student with each other and with the educational material. Along with the methods and means of training, the form of organization of practical training directly affects its productivity. The development of forms of education is their gradual renewal, saturation with elements of independent cognitive and transformative learning activities. Forms of practical training provide for the development of individual abilities and creative activity of students.

The main task is to form students' interest in the chosen profession. Based on this, they set themselves the goal of obtaining as much knowledge and skills as possible and gaining practical experience.

The success of the master's activity largely depends on the ability to organize purposeful, differentiated monitoring of the work of the entire group and each student. The activation of the group is achieved by introducing elements of competition, game moments, a phased assessment of the implementation of individual operations, the results of work in general, to the knowledge of the profession and the desire to achieve high results. At the first stages, students need to form the simplest skills of independent work. At the same time, the wizard clearly shows the methods of performing operations and accompanies with a clear explanation. Independent work performed by students after showing the methods of work by the master has the character of imitation. It does not develop independence completely, but is important for the formation of more complex skills and abilities, a higher form of independence.

Taking into account the requirements of employers, the master developed a structure for organizing classes based on innovative forms of practical training: a lesson-competition, a lesson-competition.

This is a form of training in which work is performed without the direct participation of the master, but on his instructions. Students work in a group, but all receive the same individual tasks.

In these classes, each student sets a specific task for himself: to achieve high results, complete the task faster and better.

Such competitive activities have a great educational impact on students, contributing to the formation of such qualities of the future worker as responsibility for the results of their work,

collectivism, a sense of satisfaction from the work performed, and an aesthetic attitude to work. They prepare students for independent work at basic enterprises.

When students have a goal - to acquire knowledge, skills, gain practical experience and make efforts to achieve this goal, they become a real specialist.

Also, professional skill competitions are an exciting form of competition among students. They teach high professional skills, instill pride in their profession, introduce them to the secrets of mastery, shorten the student's path to high professional activity and are a good test of the knowledge, skills and abilities of students.

One of the real ways to reduce the gap between the requirements for the professional level of workers requested by the production and their actual degree is, along with a general increase in the effectiveness of the measures of the vocational education system, an increase in the level of competencies of participants in the vocational training process - masters of industrial training.

In recent years, scientists of the country have published many works on the definition of competencies and the development of a system for training masters of industrial training. The model includes three integrative components: special, psychological and pedagogical and working profession, the practical part of which takes place both in training workshops and at a specific production enterprise. One of the main tasks of developing the system of training for industrial training masters is the need to clarify where to train, on what to train and for whom to train highly qualified workers.

The training of workers must outstrip the development of technology and technology.

The master should have two areas of competencies to ensure the quality of training of students. First of all, meet the traditional requirements for a teacher. These competencies must include the following components:

Knowledge and skills in the psychological and pedagogical field: from techniques for enthralling students with subjects to creating a comfortable environment for cooperation;

High level of communication and creativity;

Knowledge of strategic planning, selection of teaching methods;

Use of new technologies in the pedagogical process.

Basic competencies will allow you to fulfill one of the first tasks of a teacher - to captivate, interest students, instill in them a love for the profession.

The second, and most important in the modern economy, are competencies in the field of mastery of the taught subject. The key skills for the master of industrial training here should be the constant desire and motivation for self-development. In conditions when, during the implementation of many educational programs, the master often remains autonomous from production (not included in the work processes existing at modern enterprises), his own initiative is one of the tools for achieving professionalism in his chosen field. It allows you to receive the necessary information, keep abreast of global industrial development, current trends in the socio-economic state of your own region, the development of new equipment, technologies, etc.

At the same time, another general recommendation to the personnel training system, of course, should be a proposal to further strengthen and comprehensively develop the systemic interaction of universities with enterprises in the region.

In modern conditions, this cooperation should include the following steps:

search for a common language (system) of interaction between the business community, universities in general and teachers of educational programs in particular. At the same time, the criteria and proposals jointly developed by the parties should be as flexible as possible, having the ability to vary taking into account global and local changes in the economic, educational and other spheres;

Search and development of programs that will commercialize the interaction between universities and business, which will benefit both parties;

Development of new forms of interaction, other than lectures, open days, providing places for practice, etc.

All this can become a real basis for leveling the existing gap and getting away from lagging and catching up training of workers for high-tech production.

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CULTURE OF INTERPERSONAL COMMUNICATION IN THE FAMILY AS A CONDITION FOR THE SPIRITUAL DEVELOPMENT OF A PERSON

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ABSTRACT

The culture of relationships and the clarity of educational positions in the family are laid down by parents consciously even in the prenatal period of the child's development. The highest purpose of family education - a small school of Love - is the most complete disclosure of the origins of spirituality in a young person.

KEYWORDS: Culture, Spiritual Development Of A Person.

INTRODUCTION

In the East, the upbringing of a child is traditionally assessed as one of the varieties of the work of the soul, as a responsible opportunity to nurture not only a different life, but also to strengthen oneself spiritually in the new creative role of a father or mother. In my practice of psychological improvement, I have successfully combined the traditional knowledge of the East, embodied in the wisdom of Sufism, and the innovative research of Western specialists in family psychology and social work with adolescents. It is obvious that a personality is formed depending on all spheres of family life: on family life, and on the spiritual and moral aura of the family, and on the interpersonal type of interaction between older members of the family, clan, their relationship to children. Thus, the highest purpose of family education is the most complete disclosure of the origins of spirituality in a young person. Depending on which facet of the spiritual qualities of the individual will be formed in the family brighter - positive or negative - this is how a person will manifest himself in the system of social relationships. It is no coincidence that in the East they say that only a family can raise a family man!

The traditional family structure has always been based on hierarchical subordination to the authority of the father, while the core of the family was maternal love and care. But the modern style of urbanized and technocratic life, the change in value priorities, the focus on career growth not only for men, but also for women, for excess material wealth and high social status have led to the disintegration of the family structure that has been established and time-tested for centuries. As a result, violations arose in the emotional and moral unity of the family, in the displacement of hierarchical dependencies, the simplification of the role of the father, in the growth of spiritual weakness of both parents and children. So, we have identified a number of problems that have a common root - this is a lack of sincerity and love in family relationships! In my opinion, one of the main obstacles to interpersonal communication in many families is the

atmosphere of violence that prevails between all its members. The child, while still in the mother's womb, catches the falseness, anxiety, anger of the parents, perceiving such a family environment as hostile, leading to spiritual degradation. It is interesting that if at least one of the family members, or even a pet, is able to sincerely give others a feeling of True Love, then this is already a chance for the whole family as a whole to strengthen, cleanse itself of spiritual "garbage" and start moving along the spiritual path.

The foundation of spirituality, the moral qualities of the individual is laid at an early age in the family. And the extent to which parents understand the patterns of assimilation of moral norms at a particular age stage depends on the creation of favorable conditions for the moral development of the individual. The search for ways to optimize family education involves determining the content of the moral education of children in the family. It is the parents who have to help the child overcome the inevitable contradictions between personal desires and social needs, between their own needs and the expectations of others.

The assimilation by new generations of socially developed, historically established forms of regulation of personal and public interests is one of the most important ways to achieve the human way of life. The spiritual heritage of the past is preserved and transmitted not only in the form of monuments, science and art, it includes various forms of social management of the moral development of a person, among which the most significant are customs and traditions.

The customs and traditions of our people are the result of their educational efforts over many centuries. Through this system, our people reproduce themselves, their spiritual culture, their character and psychology. "Preservation, development and loyalty to such traditions inherent in our people and preserved over the centuries, as a constant manifestation of respect for our grandfathers and fathers, receiving their blessings, caring for our babies is the duty and obligation of each of us"[1].

Outstanding Central Asian thinkers of the past Abu Nasr al-Farabi, Abu Reikhan Biruni, Ali Ibn Sina, Yusuf-Khas Khajib, A. Yugnaki, D. Davani, A. Navoi and many others made an invaluable contribution to the treasury of world science, culture, and education. In their writings, the idea of the need for moral education of the younger generation runs like a red thread. Scientists paid great attention to such problems of morality as honor, dignity, good and evil, justice and conscience, etc., while noting that the formation of a versatile personality can be carried out only through training and education [2].

Understanding the complexity and difficulty of raising children, they sought to determine the content of upbringing and education (Ibn Sina), to give a rationale for the methods of moral education, which should first of all be carried out in the family. Education is the main responsibility of parents [3].

Valuable is the idea of scientists that it is necessary to respect the personality of the child, study his interests, take into account their natural age characteristics. [3]

Characterizing traditions and customs as factors of family education, it should be noted that tradition is the process of reproduction among new generations of people of the social and cultural heritage of the people, which have been developed by them for a long time (for centuries, centuries). Traditions are established by society, norms of behavior, values, ideas, customs, rituals, etc. Traditions are directly addressed to the spiritual world of a person; they serve as a means of stabilizing and reproducing social relations not directly, but through the

formation of the spiritual qualities required by these relations. Custom, on the other hand, introduces the younger generation into the channel laid by the older generations, through a separate regulation of actions in specific situations.

Customs and traditions are two adjacent channels through which the older generations pass on to the young the experience of their social behavior, their moral convictions and feelings, methods and techniques of social activity.

Customs and traditions perform two common social functions for them - they are a means of stabilizing these relations in the life of new generations. But they carry out these functions in various ways: custom - through detailed prescriptions for actions in specific situations; traditions are directly addressed to the spiritual world of a person and fulfill their role through the formation of the spiritual qualities required by these relationships. In addition, each of them has its own ideological content (formula).

For example, the national Uzbek tradition is a respectful attitude towards elders. The norm (or principle) of this tradition is always, everywhere, to treat elders with respect, regardless of their position, rank, position.

The custom (detailed prescription) of a respectful attitude towards the elders is to be the first to greet the elders, to give way in transport or in other public places, not to interrupt the conversation of the elders, to let them go ahead, etc. The moral traditions of our people also include caring for the younger, diligence, hospitality, respectful attitude to teaching, teachers, scientists. There are two main dividing lines between customs and traditions. The first divides two types of social relations (social and social) according to the degree of their simplicity and complexity, according to the frequency of repetition. The second line runs through their functional features.

The morality of a person is determined through moral qualities (character, spinelessness, will, lack of will, advantages and disadvantages); moral feelings (love and hatred, shame and shamelessness, joy, sadness, grief, etc.); moral principles (selflessness, selfishness, collectivism, individualism, humanism, truth, lies, etc.); moral behavior (word and deed, promise and fulfillment, help, service, gift and gratitude, good and evil, culture of behavior, politeness and rudeness, manners and etiquette).

Moral education will be effective if parents know the requirements that our society makes for the family, for the upbringing of the younger generation; in the process of moral education of older preschoolers, national Uzbek traditions will be used, taking into account the age characteristics of children; parents will constantly improve their pedagogical education, taking into account modern achievements in pedagogy, psychology, using the rich spiritual heritage of thinkers of the East and West on family education.

Here are some practical tips for parents on resurrecting a traditional culture of interpersonal communication:

The life of our ancestors, including its family aspect, was strictly rhythmic, subject to a single cycle of natural laws, from which the type of family activity, i.e. family life was reinforced by a harmonious system of traditions, rituals, and joint holidays. Unfortunately, members of a modern family have different social schedules of everyday life, different professions, inclinations, interests. It would be very useful to remember, to resurrect family foundations, to introduce at

least a few traditions, perhaps tying them to the seasons of the year. For example, joint summer holidays in the grandmother's house - at least a week, but the whole family spends together, carrying out common work for the benefit of the family, clan. Selfless help to neighbors, joint holidays for all children have a beneficial effect. It is necessary to teach the younger generation to give their efforts disinterestedly, and during their lifetime! In such a joint action, family harmony is revived, the child has a feeling of a "reliable parental shoulder", and the authority of the elders is strengthened. All manifestations of disharmony in relationships should be consciously avoided. Eliminate criticism that is painful for the child, even in a comic form, base their actions, thoughts and speech only on favor and goodwill in any situation, even if one of the family members is wrong. I recommend making such changes starting with your speech, especially the timbre of your voice and look. A soft, soothing tone of speech and a gentle, positive look are most acceptable. I emphasize once again that parents should develop such states in themselves, acting purposefully and consciously, in the process of joint psycho-physical meditative exercises, or listening to spiritual music, reading special literature.

The life of the family should not only be rhythmized in accordance with the revived traditions, but it is also necessary to lay a single spiritual foundation. In this, a special role belongs to the father, because it is he who determines the spiritual path of the movement of the family ship. The authority of the father will grow and be strengthened by the fact that the children will be able to see the success and priority of his life position, but this position must first of all be responsible and sincere. Lying in spiritual matters is the most dangerous! And, secondly, such a position should be constant, independent of the fashion trends of the time and momentary reference points of society. I will especially emphasize that the upbringing of boys should be aimed at developing a sense of responsibility for their thoughts and actions, for their family, country, etc.

Family life is full and dynamic only when it is filled with maternal love. Parents need to learn to clearly distinguish between the feeling of blind love, which only breeds infantilism and social dependence in children, from sincere parental love, which supports spiritual and physical growth in the child. I will express a paradoxical, controversial thought, but it is very important: a child is capable of effective self-improvement from the moment of conception, during the intrauterine period of its development. Parents should clearly understand that it is they who lay the culture of interpersonal communication in their offspring, and not through moralizing, boring conversations about the right way of life (although the role of the word in education is also great), but parents can lay the foundation of culture by conducting intrauterine spiritual development of a conceived baby with their kind thoughts, positive attitude and conscious joint actions in the family. In the East, they say that the father brings up more by deed, personal example, and the mother - with a kind word, a wise parable, a fairy tale, a conversation. It is she who "leads" the child and supports him in all difficulties on the "path of purification of the heart." The main qualities that, in my opinion, a woman who is preparing to become a wife and mother should consciously cultivate in herself are tenderness, forgiveness, caring and humility.

Conclusion. Summing up the above, let's turn to the classic definition of the family, which can be found in the modern philosophical dictionary:

"A family is a small group based on marriage or consanguinity, whose members are connected by a common life, mutual moral responsibility and mutual assistance" [3]. It would seem that the definition sets the same parameters that hold different people together: these are common moral

rules, responsibility, mutual assistance. I also fully agree with these parameters, but I want to make the main emphasis - the basis of the family should be conscious spirituality, the tireless growth of the soul through the cares and efforts of each family member, and voluntary service to each other. It is with this approach that the family can be considered as a kind of small school of Love.

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COMPETENCE-BASED APPROACH IN HIGHER MUSICAL AND PROFESSIONAL EDUCATION

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ABSTRACT

The article deals with the problem of improving the process of preparing students in a music university based on a competency-based approach. The specificity of the formation of universal and professional competencies of a musician-teacher is analyzed. The structure of professional and pedagogical competence of a musician is presented. Innovative pedagogical technologies for the implementation of competence-oriented learning in higher musical and professional education are proposed.

KEYWORDS: *Competence-Based Approach, Higher Musical Education, Competencies, Professional And Pedagogical Competence, Innovative Pedagogical Technologies.*

INTRODUCTION

Musical education has its roots in the countries of the ancient world, when musicians could receive special training. In ancient Greece, music is one of the compulsory subjects for youth. This indicates that already at that time society recognized the important educational and socio-political significance of music education. The medieval period is characterized by the dominant role of the church, which established its canons in all areas of musical art. In this era, music education is deeply embedded in public life: music began to be taught in schools at cathedrals and monasteries, at courts, at universities, etc. The Renaissance led to further rapid development of musical education, which was facilitated by the reform of musical notation and musical notation. The universal musician becomes the ideal of the time: performer-instrumentalist, singer, composer, teacher, musical scientist. By the same time, the appearance of conservatories and music schools, musical societies, mastersinger brotherhoods, court chapels, in which musical education was carried out, dates back. The first conservatories were called urban orphanages in Italy, where children, among other things, were also taught music. Gradually, the role of musical education in the conservatories increased significantly, and they began to approach specialized musical educational institutions.

In the field of professional music education, the relevance of the competence-based approach is due to the current socio-cultural situation associated with the desire to rethink and revive the historically established traditions of musical culture in new social conditions.

The modernization of the system of continuous musical professional education is intended to contribute to the education of a modern musician who has the necessary qualities for a full-fledged professional activity in all areas of musical creativity. The vast majority of conservatory

graduates find application for their professional abilities not only in the field of performing arts, but also in musical and pedagogical activities. various musical disciplines of modern pedagogical technologies.

Features of musical pedagogy are associated with the artistic and creative process of professional training, which determines the development of artistic and imaginative thinking, the disclosure of creative potential. The idea of continuity lies in the very specifics of musical-professional activity that requires self-improvement, which begins for the future musician in early childhood and does not stop throughout life. Both in performing and in teaching activities, a musician needs to constantly develop and improve all professionally significant qualities and skills, which is one of the indispensable conditions for the formation of a high level of competence. The professional activity of musicians of all specialties is associated with great dedication and requires the manifestation of creative initiative, constant artistic and pedagogical research, readiness to make non-standard decisions in a wide variety of situations.

Aspects of a musician's activity, as noted above, include performance, organizational functions, and, of course, pedagogy, in which most musicians of various ranks find application of their strength. Higher musical education is designed to form the need for self-education and provide an opportunity to master the methods and means of self-development and self-realization, therefore it is in a music university that the necessary level of professional competence is achieved, which allows the musician-teacher to further improve and achieve the heights of mastery in various areas of pedagogical activity.

The competence-based approach as a whole determines the tasks of designing the content of education and the requirements “to the results of mastering the main educational programs (education results) in the form of competencies, divided into general (universal) and professional (subject-specialized)” [1]. We consider the professional and pedagogical competence of a musician as an integral characteristic of his personal and professional qualities, which actualizes the possession of relevant competencies. It is conditioned by the experience of activity in the field of musical pedagogy and includes the value-semantic, spiritual and moral aspects of the musician's creative self-realization in professional pedagogical activity. The formation of the professional and pedagogical competence of a musician has its own characteristics, which are determined by artistic and creative specifics and are revealed at all stages of professional training.

Currently, in pedagogical science there is no single approach to determining the essence of professional competence. However, most researchers emphasize primarily its creative component [2]. Based on the statement that “the professional competence of a teacher is a system of socially significant and personally significant competencies appropriated, reflected by an individual (specialist) in the course of professional activity” [3], let us consider the set of competencies necessary for a musician to successfully carry out professional and pedagogical activities. We solve the tasks of forming the professional competencies of a musician-teacher in accordance with the SES project, developed on the basis of a competency-based approach. The complex of universal and professional competencies necessary for each specialty has been determined. Instrumental, general scientific, social-personal and general cultural competences are considered.

Competences in the field of cognitive activity and self-development (*instrumental*) are expressed in the ability and readiness of a musician to acquire new knowledge and creative experience,

independently build a path of self-improvement, and develop critical thinking. *Social and personal* competencies determine the social and professional mobility of a specialist and involve the formation of such qualities as responsibility, tolerance, mastery of modern technologies for communication and obtaining information, the need for self-realization of personal creative potential. Mastering social and personal competencies, a musician must master the culture of social relations, be ready for active participation in the cultural process, the creation of cultural values.

Mastering competencies in the field of theory and history of world and domestic musical art (*general scientific*), a musician must be able to use a professional thesaurus in the implementation of musical theoretical and performance analysis of musical works. It is especially important to comprehend and analyze the cultural and historical evolution of artistic styles, the willingness to put into practice musical and professional knowledge.

General cultural competencies consist in the ability to analyze the phenomena of musical art in conjunction with a wide range of artistic phenomena in various fields of culture and art in accordance with the context of the era.

Competencies in the field of professional activity consist in the ability and readiness of a musician for creative performing, musical, pedagogical, scientific and methodological activities. As professional competencies, we single out: the ability to carry out an artistic and creative analysis of the phenomena of musical art in the historical and cultural context of the era and style; willingness to create their own concept and to interpret musical works of various styles and genres; search activity in mastering the ways of musical and performing expressiveness; willingness to communicate with the audience of varying degrees of preparedness through the musical language as a universal means of communication.

We offer the following definition of professional and pedagogical competence of a musician: it is a multi-level, integral characteristic of personal and musical professional qualities, expressing a set of general cultural, psychological, pedagogical and musical theoretical knowledge, skills as a result of the educational process and social and professional experience in the field of musical education, which characterizes the degree of mastery of the methods of musical and pedagogical activity by a specialist, as well as representing the spiritual and moral position and value-semantic relations of a musician-teacher to his life and profession.

Thus, the professional and pedagogical competence of a musician has a complex structure, which includes different levels and components (*Table 1*). We consider the artistic-aesthetic and methodological, general professional, special levels as a ratio of the general, special and singular. We include the following components in the structure of professional and pedagogical competence: need-motivational, social-professional, personal-semantic, spiritual-moral, value-content, individual-creative, communicative, cognitive, informational, operational -activity.

The formation of the personality of a musician-teacher as a subject of culture and professional and pedagogical activity is impossible without the student's awareness of the value-semantic significance of the pedagogical orientation of professional training. Therefore, the formation of professional and pedagogical competence of a musician is considered by us as a complex, multi-level, dynamic process, due to the specifics of individual creative training in accordance with modern requirements for the level of professional competence and skill.

The structure of professional and pedagogical competence of a musician

COMPONENTS	LEVELS		
	Artistic aesthetic, methodological	general professional	Special
Need-motivational	Artistic and aesthetic needs	Interest in the profession of a musician-teacher, pedagogical orientation of professional training	Motivation for professional and pedagogical activity
Socio-professional	Social orientation of the individual	Professional experience in teaching	Socio-professional competence in the field of music pedagogy
Personal and semantic	Professional-pedagogical and methodological culture of a musician-teacher	Awareness of the personal and semantic significance of pedagogical activity	The inclusion of special knowledge, skills, qualities of a musician-teacher in the image of the
Spiritual and moral	Moral norms and standards of professional pedagogical activity of a musician	Attitude to music pedagogy as a factor of moral self-improvement	Understanding music as the highest sphere of spirituality and morality of the
Value-content	Attitude to professional and pedagogical activity as a terminal value	Awareness of the value of creative communication with the student	Attitude to music, to the personality of the student as the highest value
individually - creative	Creative style of professional and pedagogical activity	Possession of ways of creative musical and professional activity of a musician-teacher	Disclosure of creative and musical professional abilities in pedagogical activity
Communicative	Possession of metacultural ways of communication	Culture of professional - pedagogical communication	Understanding music as a universal language of communication
cognitive	Understanding art as a way of artistic and figurative knowledge of reality	Assimilation of general professional foundations of the pedagogical activity of a musician	Application of special musical and professional knowledge

Informational	Cultural and musical-professional awareness	Selection and application of professional and pedagogical information. Mastering music and computer	Culture of application of modern information technologies in musical and
operational - activity	Knowledge of forms, methods and means of artistic pedagogical activity	Application of student-centered pedagogical technologies	Educational and methodological support of the process of training

The formation of a professionally competent personality of a musician-teacher is possible only if the process of professional training is organized as a creative interaction between a teacher and a student. This interaction should be aimed at the formation of the student's subjectivity, at mastering the experience and methods of professional and pedagogical activity. Therefore, the creation of an atmosphere of enthusiasm for pedagogy as a process of co-creation with a student can be considered as the main task on the way of involving a musician in teaching music.

In our opinion, integral technologies currently being developed, as well as technologies for problem-based learning, contextual learning, collaboration technologies, interactive technologies, individual creative technologies, and modular competence-based learning technologies, play a significant role. In the field of music education, one of the most promising areas is the development of *dialogue* technologies. Dialogue is an integral part of the professional activity of a musician. In the process of dialogue, the search for the deep meaning of the studied musical work is carried out, a comprehensive knowledge of music as a cultural phenomenon takes place, and the creative potential of the musician's personality is revealed. It is in dialogue that the educational process is perceived as a form of creative activity. The educational and developmental functions of the dialogue technology are manifested in the form of a special role setting for independent creative interaction with educational material. Dialogue technologies involve the study of cultural diversity from the perspective of a dialogue of cultures. Within the framework of professional music education, these ideas serve as the foundation for the development of curricula for various special courses, including the study of musical works of world and domestic classics, as well as the national -regional component of the modern musical repertoire. Thus, the important task of forming a holistic and large-scale thinking is solved. Reliance on the educational repertoire, which, along with world classics, includes works by domestic composers, as well as contemporary authors representing various national schools, makes it possible to form a competent musician-teacher who has a wide cultural range and perceives the historical and cultural process in all its stylistic and genre variety.

In the process of professional training of a musician, it can be effective to use the technology of *modular competence-based learning* [1], which contributes to the creation of organizational and pedagogical conditions for a conscious, interested and deep immersion in the study of the phenomena of musical art. In the process of professional training of students of the conservatory, the use of modular-competency-based learning technology can be carried out according to an individual plan, which defines the set of competencies required in a given period. Modules can

be flexibly rebuilt in accordance with a given pace of training. This allows you to independently and independently build your own trajectory for the development of competencies. Mastering the main educational programs, built as a consistent distribution of training modules, that is, individual creative programs, contributes to the targeted formation of certain competencies. To achieve the planned results, the teacher needs a clear idea of professionally significant actions. That is, the ability to model learning situations and design an operational system for mastering the specialized competencies of a musician should be formed. The use of modular competence technology is based on the principle of dynamism, which allows you to freely change the content of the module and update the educational repertoire. An important role for the timely correction of activities for the formation of cognitive and practical skills is played by systemic control, carried out during each semester in the process of individual work with each student. It should also be noted the principle of flexibility, which makes it possible to adapt the requirements to the level of basic preparedness of the student and outline the prospect of his professional development. To do this, it is necessary to formulate precisely in what ways it is possible to achieve the desired result.

The process of classes is built on the basis of subjective relations between the teacher and the student and relies on cooperation, joint activities. The teacher monitors the student's reaction and makes the necessary adjustments to the pace of work, selects the appropriate teaching methods, types and methods of classes. An important moment in the activity of a teacher is empathy, emotional involvement in the process of working with a student. We believe that this is one of the important properties of pedagogical talent, which allows you to skillfully "sculpt" the future musician-teacher.

Thus, the content of professional music education should organically include pedagogical knowledge, modern technologies that will contribute to the formation of a harmonious personality of a professional musician. The integration of general pedagogical ideas with modern concepts of music pedagogy and traditional performing methods of teaching various special music courses can form the basis for the development of pedagogical technologies for professional training of a creatively thinking teacher working in the system of music education.

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ANALYSIS OF THE CONCEPT “HAPPYNESS” IN THE POETIC TEXT

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ABSTRACT

The individual perception and peculiar interpretation of the reality of each poet ultimately leads to the formation of poetic discourse as a special phenomenon. “Perception of the reality of each individual subject” is a relative idea and should not be taken literally, since it is due to the linguistic peculiarity of the ethnos, within which the processes of imaginative presentation of the author's goal take place. A kind of poetic speech includes not only parallel correspondences of words and images, but also incorporates concepts, images and categories of meaning generation. Based on the dynamic merging of meanings, initially a cognitive concept is formed on the basis of the content of the intention, then under the influence of the speech-poetic continuum it is transformed into a new associative-semantic meaning, as a result of which a poetic concept is formed. In order to delve into the essence of the concept, we study the leading role of the concept within the framework of poetic discourse.

KEYWORDS: *Concept, Poetic Discourse, Mental Education, Frame, Scheme, Microtext, Representation.*

INTRODUCTION

Currently, there is a possibility of finding a huge number of theoretical works in line with the study of the essence of the concept. Having analyzed a number of theoretical studies of the concept as a category of scientific understanding, we present an overview analysis of the fundamental provisions in the theory of the concept:

- Concepts – form a certain picture of the world and, as mental formations, make up both the semantic and value space of the language.
 - Within the framework of S.A. Askoldov's research, concepts are only concepts that are being formed, even in their “conception”, storing the semantic structure and partially the meaning of the emerging concept, as a result of which not concepts, but intellectual representations, mental signs or concepts appear in mechanical speech [1].
 - Concepts represent the fundamental concepts of the word.
 - The concept combines and expresses in one word all concepts, existing and acting, all connections, all interpretations, even if they have little contact with the word.
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- In the minds of different people, a number of intellectual, mental formations can correspond to the same word, in other words, one word in the psyche of different personalities can act through different concepts.

The points of view of the concept discussed above make it possible to analyze the characteristic features generically: from the standpoint of philosophy, psychology, linguistics, logic. The importance of this statement lies in the fact that the concept is the leading link in the psychological picture of the human world – from the position of Yu.S. Stepanov, the term concept is more general cultural than linguistic. The significance of the concept from a linguistic point of view is very high, since it is the concept of “an object of an ideal world that has a name and reflects a culturally conditioned human idea of the world” [2]. It is important to take into account the following points: the concept is realized through certain lexical units and it is a sign of reality. It follows that reality is perceived by us indirectly, that is, through language, through linguistic thinking.

The scientific directions studying the problem of the concept define this term as a unit of the mental sources of our consciousness, which includes the skills and competence of the individual. It reflects the entire lexicon, the picture of the world, the conceptual system of human consciousness. In the process of perceiving information about the real world, a full-fledged idea of the world around him is created in a person's mind. And finally, the concept is the interpretation of meaning by processing information and combining it under certain groups and subgroups.

The concept is not the same type of idea. Considering the structural organization of the concept, one can come to the conclusion that the concept cannot be simple in its essence, it is multilayered, and in its origin it is differently structured, according to historical research in this field in its semantics, in its origin and according to its temporary appearance, it originated from historically different layers.

The multilayered nature of the concept is indicated by many researchers, such as N.N. Boldyrev [3] (the concept is a snowball), V.V. Kolesov [4] (the seed of the first meaning), Yu.S. Stepanov [2] (the concept consists of three layers: basic, additional, etymological), Z.D. Popova [5], I.A. Sternin proceed from the idea of the metaphoricity of the concept, Z.D. Babenko, G.G. Slyshkin [6] (layered structure of the concept), etc. Despite the layering, the concept is in a constant stage of development, its meaning, the number of associations associated with it, the stylistic definition of its lexical form changes regularly. The layers of the concept indicate its presence, change, manifestation of its new features. Analyzing the above points of view, it can be concluded that historically the concept is multi-layered. From the point of view of Yu.S. Stepanov: “... the main relevant feature is known to every carrier of culture and is significant for him, an additional feature (or signs) is already irrelevant, historical, and an etymological feature, not realized in everyday life, exists as the basis on which the remaining layers of meanings have arisen and are held” [2]. The next point of view is connected with instant representations of syntagmatic concepts – if historical layers are the vertical of meaning, then the synchronicity of the concept is the horizontal of meaning. The components (semantic, descriptive, expressive, evaluative) of the concept are important here. not in all cases it is possible to agree with the researchers, so according to V.A. Maslova, the concept contains a semantic (nuclear) part that does not change, and a peripheral (changing, fluctuating) part that is connected by images, concepts and emotions, and which contains subjective material [Maslova, 36]. According to N.N. If “the nuclear zone

includes a common, universal experience of cognition, then the periphery affects personal, subjective experience and reflects how we directly know the world around us, and how we interact with it" [Boldyrev: 20]. At the same time, we agree with V.V. Kolesov that "the idea is an approximation to the concept, it is the manifestation of the concept in the form of one of its meaningful forms" [Kolesov, 19-20]. Concepts denote the whole objective reality, and the idea is just one of the meanings of the concept. Semantic layers of artistic concepts are not its core, as they are more prone to imagery, sensuality, they have a flexible structure that can move from one discourse to another, and according to V. Zusman, the same applies to the poetic concept.

The opinions of not all researchers are reduced to a three-layer construction of the concept (according to Yu.S. Stepanov), for example, V.M. Shaklein believes that the conceptual sphere of each nation can vary in accordance with the transformation, improvement of the mentality of the ethnos [2].

In our opinion, the concept does not have a specific structure, it appears and exists on the basis of a specific idea, which it does not express, but gives references to it. Due to its ambiguity, it leads to the emergence of more and more new concepts. As a result, as a rule, the concept absorbs particles of other concepts. This is the essence of the concept, according to which the concept divides conceptual realities and activates them in a new direction, as if it re-cuts out, or activates meanings.

To understand poetic discourse, it is important to understand the layering of the concept. The concepts that appear in the poetic text have an unstable, "shaky" structure. They are individual, few in number, and in a certain poetic text they activate different layers of the concept, causing a different combination, as a result of which unique, unique poetic works are created.

So, if we turn to the poetic verses of Uzbek prose, we can find various interpretations of the concept of "happiness":

But apricot blossom is sweet,

And I cease to bemoan my lot.

"Spring is beautiful", I repeat,

"Will she make me happy or not?"

Softly caressing my cheeks,

The wind says: "Krink joy from Spring".

And chirruping sparrow speaks:

"Sing, oh, happy one, sing!" (Hamid Olimjon, 115)

Great Time and its instants are hallowed in glory

Oh, value the m highly and treasure their might.

Each line in the book of humanity's story

Must hold inspiration undyingly bright. (G'afloor G'ulom, 138)

To call for peace directed to the West,

Foretelling happiness to peoples of the East. (Зульфия, 186)

In the above lines, it is difficult to guess which layer of the concept of “Happiness” dominates, since in each passage it has a peculiar interpretation: 1. Spring, the chirping of birds - happiness; 2. Victory over the enemy - happiness; 3. Happiness - sacred; 4. Peace on Earth - happiness.

Depending on how we interpret the concepts, they appear in different semantic angles. Thus, in poetic texts, unique, bizarre, peculiar concepts of one concept are created, they can be figurative, conceptual, perceptual, etc.

The peculiar vagueness of the concept depends on the specifics of the poetic text. Even a small poetic text can become a masterpiece of poetry for someone if it introduces something new, unique and touches on exactly the topic that is intimate for someone. Therefore, it can be stated with full confidence that poetic concepts not only activate a new meaning of the word, but also create new, individual ones.

Analyzing the concept in the cognitive concept of a single personality, it is important to pay attention to the elements that make up the concept, since they determine its lexical forms and typological features. As mental formations, concepts, according to standards, are divided according to various characteristics (individual, micro- and macro-group, historical, modern, belonging to a certain ethnic group) into various groups, such as diagrams, diagrams, figurative representations, frames. A number of researchers disagree with the position that concepts can be associated with mental formations. Thus, according to N.F. Alefirenko, concepts, frames, or different representations are different in their cognitive structure of education [7].

Of course, concepts can be divided according to the degree of their abstractness and concreteness. According to N.N. Boldyrev, specific concepts – a house, a room, a table, etc. – have an emotional, empirical essence, so they can easily be distinguished, divided into groups or classified [Boldyrev]. Z.D. Popova believes that most specific concepts are understandable and easily understood [Popova, 56]. If, for example, you take a watch, in a person's mind they are generalized by their main feature – the hands of the clock moving along the dial. “An image of a clock is formed in the mind either in the form of a picture (one's own, familiar clock), or in the form of a diagram (the circle of the dial and the radius of the arrow moving along it). This image, the so-called subject code in the terminology of neuro-linguists, becomes the core around which more and more semantic features, layers of the concept, quanta of knowledge about the clock are layered, which gradually increase the mental body of the concept” [8]. It is thanks to the transparency and intelligibility of specific concepts that we can define the discursive space of a poetic concept. The names of specific concepts serve as a sign of abstract concepts, and convey conceptual information in a poetic text.

Abstract concepts are difficult to describe and classify. They are based on logic and they have no material support in real reality. On the basis of abstract concepts, you can find a huge number of currents of one concept and this makes it possible to express your opinion in an original form. Abstract concepts do not have a figurative meaning, so they can be interpreted in different ways. The list of abstract concepts can include concepts such as “Happiness”, “Love”, “Nobility”, “Patriotism”, etc. These concepts do not have certain associative units, they are in constant modification, kaleidoscopic, constantly flowing from a mental picture into a frame, from a frame into a scheme, from a scheme into a project, etc. [9].

The manifestations of constant transformations of abstract concepts can be traced through the concept of “Happiness”. So this concept is interpreted by thinkers of different times and peoples as follows:

“One of the most amazing misconceptions is the delusion that a person's happiness lies in doing nothing” (Leo Tolstoy). “It often happens that a person considers happiness far from himself, but it has already come to him with inaudible steps” (Giovanni Boccaccio). “Happiness is like health: when it is there, you don't notice it” (Mikhail Bulgakov). “Most people are as happy as they choose to be happy” (Abraham Lincoln). “Happiness is not a destination station, but a way to travel” (Margaret Lee Runbeck). “There are a lot of shades in whiteness. Happiness, like spring, changes its appearance every time” (Andre Mauroy). “Happy is not the one who has all the best, but the one who extracts all the best from what he has” (Confucius). “I was born, and that's all it takes to be happy” (Albert Einstein). “The greatest happiness in life is the certainty that we are loved, loved because we are what we are, or despite the fact that we are what we are” (Victor Hugo). “A happy marriage is a marriage in which the husband understands every word that the wife did not say” (Alfred Hitchcock).

In the above aphorisms, in many cases, the concept of “Happiness” is realized in a figurative layer, and in poetic texts, based on their intentions, writers create unique poetic images within the framework of one concept, using various figurative statements.

All variations of the concept can be found in poetic discourse, the concept manifests itself here in all its forms. The term “Happiness”, like other abstract concepts, can be verbalized using words, phraseological units, expressions, and even as a microtext. For example:

“Words of flowers here lie at your feet,

Take them home, take all if you can,

But the flower-beds of joy are as great as sweet,

If you cannot, stay here, oh, man!”

“For all who have passed away,

Whose life was all tears and no flowers,

You are given the right today

Of joy in these grows of ours”.

Tonight, snow-white in the gloom,

The apricot broke into bloom.

(Hamid Olimjon, 116)

Pour down, oh, clouds, do not go by,

let pastures drink their fill,

That grass be green, and cows be fat,

and milk flow sweet and free,

That there be happiness to spare

for all my fiends and me!.

[10].

“Despite the fact that the concept is characterized by code variability, that is, a variety of forms of objectification of knowledge,— writes S.A. Kosharnaya, —the language sign (word, FE) is the main conventional (conditional) representation of the concept” [11]. Continuing her thoughts, the researcher gives a figurative definition of the relationship between a word and a concept, idea, an association: “The word acts as a kind of stimulus: it opens a file in a person's mind, the content of which is contained in the idea, and the idea causes a “memory” of representations, actualizes some mental image (image). If we do not know the file name, it is unlikely that we will be able to read its contents, therefore, with all other possible representations of the concept (figure, drawing), its main embodiment is the word” [12].

Analyzing the relationship of a concept with a word, it can be argued that, firstly, a concept cannot exist if it is not verbalized in the form of a word, and secondly, each word is based on some concept, since if there is no concept, then there is no word. At the same time, the concept has an intricate structure, and is only partially represented in the language by means of lexical units. It's hard not to agree with Yu.S. Stepanov, who claims that “in all spiritual concepts we can bring our description only to a certain line, beyond which lies a certain spiritual reality that is not described, but only experienced” [13]. According to S.A. Askoldov, an artistic concept contains something that has an extremely deep artistic influence on the emotional background of a person. The scientist believes that something unknown, immeasurable has a greater impact on a person than something open or visible, citing as an example the concepts of horror or love [14]. In our case, for poetic discourse, emotional impact is very important, which is not expressed verbally, but leaves a “trace” in the soul of a person. It is about this “state of mind” that one can say “cannot be expressed in words”.

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« IN THE POST PERIOD OF COVID -19 DISEASES SPECIFIC CLINICAL-
LABORATORY PROPERTIES AND DIAGNOSIS OF PYELONEPHRITIS
IN CHILDREN »

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ABSTRACT

In connection with the new human pandemic of SARS-CoV-2 (COVID-19) infection, which has spread among humans in 2019-2021, a lot of research is being conducted on the diagnosis, treatment and prevention of Covid-19 virus. The incidence of Covid-19 infection among children has been significantly increased by 2021. Children with a premorbid background (lung disease, Kawasaki disease, various immunodeficiency conditions, kidney disease, etc.) can be included in the group of children prone to severe COVID-19 disease. The disease is often said to be asymptomatic, but severe and prolonged course of the disease has been observed in children with kidney disease.

Object and subject of research: 60 patients with pyelonephritis from 3 to 15 years of age in contact with COVID-19. Groups of children to be examined: The study involved 20,000 children treated in inpatient and outpatient settings in Samarkand regional clinics in 2021. All children included in the study formed 2 main groups. Group I - 40 sick children with pyelonephritis in contact with COVID-19. Group II - 20 sick children with non-contact pyelonephritis with COVID-19 disease. The results of the study showed that in patients with pyelonephritis in contact with COVID-19 disease, the disease was dominated by general intoxication syndrome, dysuric syndrome, pain syndrome. COVID-19 pyelonephritis in children in contact with b is characterized by a predominance of symptoms of intoxication. Recurrent course of chronic pyelonephritis was observed.

KEYWORDS: Covid-19, Pandemic, Children, P Ielonephritis, P Roteinuria, L Eukosituria, Hematuria.

INTRODUCTION

Developing in all countries of the world, including An increase in chronic progressive kidney disease leading to chronic renal failure is observed in many countries. Pyelonephritis remains a disease of particular medical, social, and economic importance. This is confirmed by international kidney registers that have been available for a number of years [1]. In recent years, the proportion of asymptomatic and atypical variants of pyelonephritis has been increasing, leading to certain difficulties in early detection and timely treatment of the disease. Among the

reasons for the ineffectiveness of treatment of patients with pyelonephritis is the incomplete disclosure of its pathogenesis. [2] .

In the beginning of 2019-2020, humanity will have a new virus SARS-CoV-2 (COVID-19) infection, which spread rapidly in many countries and reached pandemic levels [3,4]. In April 2020, specialists from Wuhan Central Hospital published a study examining the effects of corona virus on kidney function . Kidney damage was detected in 27.06% of hospitalized patients with coronavirus infection. COVID-19 is an enzyme receptor that alters angiotensin to enter the cell (ACE 2) type. ACE 2 is highly expressed in the kidneys. Therefore, kidney disease is a contributing factor to the onset of COVID-19 infection and aggravating the clinical course of the disease. Epidemiology of COVID-19 among children and pathogenetic mechanisms, morphology, clinical course, laboratory diagnosis, treatment and rehabilitation of various organ damage in pediatric practice - not fully resolved [5,6] .

The purpose of the work. Determination of clinical and laboratory features of pyelonephritis in children with pyelonephritis, COVID-19 in children living in Samarkand region , early diagnosis.

Object and subject of research: 60 patients with pyelonephritis aged 3 to 15 years with COVID-19 disease .

Groups of children to be examined: The study involved 60 children treated in inpatient and outpatient settings in Samarkand regional clinics in 2021 .

All children included in the study formed 2 main groups.

Group I - 40 children with pyelonephritis with COVID-19 .

Group II - 20 sick children with non-contact pyelonephritis with COVID-19 disease .

Control methods:

1. General clinical anamnesis, genealogical analysis, medical examination, blood and urine analysis, IFA analysis, biochemical analysis of ore and urine
2. Instrumental - measuring blood pressure, with renal UTT dopplerometry.

Kidneys using the Zimniskytest .

Clinical -laboratory examination. PSR and IFA analyzes were performed in the first group of sick children, according to the results of which 27 (67.5%) positive IFA analysis and 13 (32.5%) positive PSR analysis were observed. [7]

In the first group of patients with general intoxication syndrome - 35 (87.5%), dysuria - 29 (72.5%), pain syndrome - 18 (45%), temperature reaction - 38 (95%). 'appeared in the ring.

Clinical manifestations of pyelonephritis of the second group included temperature reaction in 12 (60%), signs of intoxication in 10 (50%), pain syndrome in 4 (20%), and dysuria syndrome in 3 (15%) .

Leukosituria was detected in 35 (87.5%) children in the first group . Proteinuria was detected in the majority of patients from 0.03 to 2.72 g / l - in 34 (85%) patients in the first group and to a lesser extent - in 10 (50%) in the second group ($p < 0.05$)., was observed in 18 (45%) patients in the first group and 1 (5%) in the second group .

The activity of the inflammatory process was assessed by the number of leukocytes, neutrophil granulocytes, and the rate of erythrocyte sedimentation in peripheral blood. [8]

Thus, in 38 children (95%) of the first group, ECG was observed from 17 to 38 mm / h, and leukocytosis was observed from 13×10^9 to 35×10^9 . In group 2 patients, ECG was relatively low - 8 (44.4%) ($p < 0.01$), neutrophil leukocytosis-6 (30%) ($p < 0.05$).

Symptoms of mild anemia were detected in the first group of children - 13 (32.5%), moderate - 9 (22.5%), severe - 2 (5%) girls. In the second group, mild anemia was present in 3 (15%) and moderate anemia in 2 (10%).

Ultrasound examination of the kidneys - ultrasound scanning of the kidneys in all children was performed with a convex-sensing ultrasound examination device " Sim-7000 " , which operates at a frequency of 5MGs - the standard method. No special inspection is required to conduct this inspection. It assessed the location of the kidneys, their contour, size (length and width), the characteristics of the parenchyma, the thickness of the cortex, the condition of the pelvic system. [9]

Functional renal reserve and renal concentration function were performed using the Zimnisky test. To more accurately assess this function, the analysis was performed using a dry food eating test .The specific weights in the study groups are given in the mean index (Table 1).

Maximum specific gravity of urine according to Zimnitsky test in children with pyelonephritis

	I-group	Group II	P
The average of the maximum specific gravity	1020 ± 4.2	1028 ± 3.8	> 0.05
Daily diuresis (ml / day)	1408 ± 92.0	1324 ± 134.0	> 0.05

According to Table 1, the tendency to increase daily diuresis in children with pyelonephritis in contact with COVID-19 showed a decrease in specific gravity, but in both cases the statistics were not convincing. [10]

CONCLUSION

COVID-19Pyelonephritis in sick children in contact with b is characterized by a predominance of signs of intoxication . Recurrent course of chronic pyelonephritis was observed.COVID-19 In children who came in contact with , there was an increase in body temperature above 39 (55%), local pain syndrome, predominance of proteinuria in the urine, as well as a severe, debilitating course of the disease . [11-13]

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INTEGRAL PART OF THE TOURISM PRODUCT

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ABSTRACT

The article analyzes based on this, we can conclude: the task of the staff is to provide what the tourist needs. Namely: decent service, friendly atmosphere, a sense of satisfaction, inner comfort, pleasant attitude: the tourist should get the impression that he is special, and since he is no longer treated by anyone, i.e. the staff should be as hospitable as possible. Readiness to provide assistance is important, it should always be shown in the attentive attitude towards the guest, as well as in the offer of support services or the fulfillment of additional conditions competitive staff as one of the most components of a traveler item, as well as its effect on the receipt of the ultimate item by customers.

KEYWORDS: *Staff, Tourism Product, Traveler Item; Staff Evaluation; Personnel Assessment; Customer Service Of Tourist Enterprises.*

INTRODUCTION

With the improvement of the conditions of international trade and world relations, the importance of activities that are auxiliary to improve personnel management increases. First of all, the tourism industry is special in that the staff is part of its product. Let us turn to the definition of personnel, this is the personnel of an organization carrying out labor activities on the basis of a contractual relationship with an employer. Personnel is the part that is part of the organization's staff. [1]

The relevance of the topic is determined by the fact that competitive personnel: gives the company a competitive advantage over other organizations; provides a high-quality selection of services for consumers; directly affects the development strategy of the organization. Also, considering the definition of atourist product, it is worth highlighting that this is a complex of services, works necessary to meet the needs of a tourist during his trip. It is determined either as a result of human labor, or in the form of work and services performed. The goal of human resources management is an effective human resources policy that will prepare staff to provide customers with quality and satisfying service. And this is not possible without the necessary system of personnel coordination; motivation and formation of corporate culture, as well as mandatory investments in the human factor and preparation of employees for the implementation of the accepted foundations. [2]

Staffing tasks are inevitable in the work of any competitive organization. The recruitment and selection of personnel determines the future success of the company, forms a certain system of

standards and principles, helps its smooth functioning, contributes to its position in the market, since competent personnel creates a demand for the services of this organization. [3]

The quality of human resources, their investment in achieving the goals of the organization, as well as the quality of products sold or services provided, is mostly directly proportional to how effective and promptly the work in these areas of personnel management was. The recruitment process includes certain stages:

- Search;
- Selection;
- hiring;
- Distribution by jobs.

When building the organization's policy, great attention should be paid to the initial stage of staffing, namely, as accurately as possible, to assess possible losses, mistakes that can be made in the implementation and implementation of personnel policy. For this, it is recommended to study the composition and structure of personnel costs. The structure of personnel costs is the sum of all items that are included in the expense: assessment and selection; education, trainings; salary; motivation system; all kinds of benefits; dismissal; not the qualifications of the staff. [4]

The quality of service at tourist enterprises depends primarily on the degree of professionalism of the staff, which includes the following points:

- recognize and evaluate the requirements of each client personally and provide services according to the established standards of the organization;
- evaluate and perceive each client who is provided to him for tourist services;
- if necessary, promptly and promptly adjust the service process;
- get satisfaction from the service of each client.

Respect is one of the hallmarks of professional customer service. The correct line of conduct for the client, the atmosphere, lively and not forced dialogue, everything that surrounds him, should cause the tourist a feeling of psychological comfort. If the staff is persistent, constantly lost in conversation, cannot provide all the information of interest, then it is unlikely that the tourist will want to use the services of this tourist enterprise again, most likely he will look for a new enterprise where he will be given the desired attention.

Based on this, we can conclude: the task of the staff is to provide what the tourist needs. Namely: decent service, friendly atmosphere, a sense of satisfaction, inner comfort, pleasant attitude: the tourist should get the impression that he is special, and since he is no longer treated by anyone, i.e. the staff should be as hospitable as possible. Readiness to provide assistance is important, it should always be shown in the attentive attitude towards the guest, as well as in the offer of support services or the fulfillment of additional conditions. [5]

The existence of high standards of services is an important criterion when looking for new and maintaining a base of existing (permanent) customers. Most travel businesses, especially hotels and travel operators, have well-defined customer service standards and principles that are common to all departments. They include detailed instructions governing workers' uniforms, footwear, and appearance.

In theory and in practice, there are claims that in order to have satisfied customers, the employee must be satisfied. The employee, performing his work, tries to make it as high quality and efficient as possible, in return expecting the employer to fulfill certain conditions, namely: decent wages; an objective and open system of payment of wages; respect and fair assessment of personal qualities; building and maintaining a supportive work environment; the ability to give your assessment of the situation and express your personal opinion; prospects for career growth, professional development; a clearly organized work process, with the definition of responsibilities and functions for each position.

Qualified personnel in tourism enterprises must possess basic theoretical knowledge, as well as practical skills, in the field of tourism business, and of course, knowledge in the field of ethics, corporate culture and interpersonal communication.

Characteristics of Tourism Product

Following are the main characteristics of tourism products:

- Intangibility
- Inseparability
- Perishability
- Heterogeneity
- Essentially of Users Presence
- Complexity in Marketing
- Absence of Ownership

Intangibility

As discussed earlier in this chapter, tourism products are actually the services that are being sold to the tourists, and it's not the goods. Services can't be seen, smelled, felt or touched; it can only be experienced. What can be seen is their effect. For example, a guide's comments can be heard. A travel agent books a ticket from place A to B. The ticket is just a piece of paper, an entry pass for using the service. An airline provides the service of transportation, comfort and leisure. A thorough evaluation of the service before buying it is therefore impossible and leads customers to use other cues to help them assess the service like the interior of the restaurant, the appearance of the hotel entrance or the behavior of the receptionist.

Inseparability

A service of a tourism product cannot be separated from the provider of the service. For most services, the producer and the seller are the same people. Services are manufactured and consumed at the same time. In the case of products, consumption takes place after production and often far away from the factory.

In the case of tourism products for example a guide has to be present to explain the attraction. A pilot has to be present to fly a plane. Both service providers and the service user have to be physically present for mutually satisfying the exchange of service. The visitor to a national park cannot experience counter service if the receptionist is not present, nor can the receptionist render the service if the visitor is absent.

Perish ability

The tourism product is highly perishable, which means it cannot be stored. For example, a hotel room or an aeroplane seat that is not sold on a particular day, is a lost sale. If the tourists don't visit a particular place, the opportunity is lost. If the opportunity is lost, the moment is lost. This adversely affects the tourism business. The demand has to be managed by the marketer in such a way as to ensure that as little capacity as possible is lost. The problem is unique for the tourism industry. Due to these reasons sometimes heavy discount is offered by hotels or transport generating organization.

Heterogeneity

Services offered by most people are never the same. There is some degree of variability present in almost all types of services. This may be due to the extensive involvement of people in the production of service. This issue is not present when a machine dominates. Depending on the mood, behaviour, working style, efficiency and knowledge of the people variability exist. For example, all air hostesses cannot provide the same quality service like the other. Yet again the same individual air hostess may not perform the same uniform service both in the morning as well as in the evening.

Even the tour package and the aircraft can't be consistent of equal standards because an aircraft can de-shape the travelling pleasure into a nightmare and a holiday seaside is ruined by the prolonged rainy spell. Another reason for variability of service is the involvement of customers in the process of product delivery and consumption system. For example, a musician performing at a program may not perform with uniformity. His performance will depend on the response and appreciation of the audience. Hence service varies from person to person, time to time and from situation to situation. In travel and tourism businesses, service quality depends on uncontrollable factors and there is no sure way of knowing whether the service delivered matched what was planned or promoted, or what was expected by the customer.

Essentially of Users Presence

Presence of the user is necessary to avail the service. The customer or the guest has to be personally present on the spot. It can't be brought to the user. As in the case of other tangible goods, the buyer can avail the service from anywhere or from his home. But in the case of tourism products, it is not at all possible. The tourist has to go to the tourist attraction to experience the tour. However the marketers here need an in-depth study of users behaviour, tastes, preferences, likes and dislikes so that expectations and realities coincide and satisfaction is made possible.

Complexity in Marketing

Tourism product involves complexity in marketing. It requires a lot of effort to convince a buyer. As in the case of travel agents. In order to sell their tour package they need to convince the customer by introducing various facilities, discounts and services. Product demonstration is bit difficult in the case of tourism product.

Absence of Ownership

As in the case of tangible goods like television. As soon as we buy it, we become the owner of it. But this is not the case with tourism products. A tourism product when sold to the customer or

tourist, he can only avail the service but can't be its owner. For example, while buying a hotel room, while buying a seat in an aircraft or a luxurious train, you can only take the facilities of the service for a certain time. You can't be its owner for lifelong. Great importance is also attached to the business characteristics of the employee: flexibility of thinking, attention to detail, skills in interaction with clients, non-standard thinking, ability to negotiate, you also need to be able to conduct business correspondence with a client, discipline, you need to be result-oriented.

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THE MECHANISM OF STATE FINANCIAL CONTROL IN UZBEKISTAN AND ISSUES OF ITS FURTHER IMPROVEMENT

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ABSTRACT

Financial control serves to determine the extent to which a state's fiscal policy is progressing and the intended use of its monetary funds. Financial control promotes the proper flow of funds in budget organizations and businesses. This is important for the interests of the state and society. This article describes the essence of public financial control, its specific features and the relationship with further improvement.

KEYWORDS: *Financial System, Financing, Public Finances, Control, Financial Control, Cash Desk, Cash, Targeted Spending, Targeted Spending, Budget, State Budget, Expenses.*

INTRODUCTION

In any given country, measures in the form of financial control are an important and integral part of public fiscal policy. In fact, the economic processes carried out through financial control ensure the proper use, movement, optimal and fair distribution of funds, rational use of available material and technical resources, full preservation of production reserves and raw materials. In this regard, economic and legal relations in the form of financial control have a special significance in the field of financial management. [1]

Of course, the implementation of financial control involves a number of complex organizational and economic processes. First of all, it is important to determine the purpose of financial control. Depending on the goal setting, it will be convenient to implement its next steps. The definition of the specific tasks of the competent authorities and departments that carry out financial control also contributes to its effectiveness. [2]

Proper organization of financial control, on the one hand, is an effective use of administrative methods to achieve uniform funding of social services provided by the state to society through recipients of state budget funds, on the other hand, as part of GDP can be considered an important factor in ensuring public service. . Achieving the state use of these funds by state budget recipients for the purposes specified in their cost estimates is a key issue in public financial control, while financial control in business entities is the responsibility of enterprise managers to achieve efficient use of material, labor and financial resources in all economic processes. will focus on providing conclusions. Of course, it is important to organize and implement this process on a scientific basis. [3]

LITERATURE REVIEW

As soon as the state emerged as a socio-economic superstructure, a mechanism was formed to control the purposefulness and effectiveness of the funds spent by it in the provision of social services related to the management of society. Of course, in the process of proper organization and implementation of such public financial control, there is always a need to study its specific features on a scientific basis. Many economists have done some research in this area. These include S.Sha xray A.Blankenagel, N. Beluxa, D. Baxran, Sh.Soyan, A.Penchuk, T.Pereverzeva, S.Platonova, S.Shardan, M.Abduev, V. Burtsev, M. Vasileva, A.Krikunov, I. Khimichev, S. Shoxin and others¹. In particular, S. Shakhrai conducted research on the implementation of financial control in the world in the XXI century, A. Blankenagel in his research on the application of financial control in Germany, A. Penchuk gave scientific recommendations on improving public financial control in Russia. In her research, Vasileva focused on the effectiveness of financial control in the regions, while Sh. Soyana systematically analyzed the problems associated with the organization of public financial control. The essence of financial control, the principles applied in it and the forms of its implementation have been studied by T.Pereverzeva, S.Platonova, A.Krikunov, I.Khimichev. It should be noted that with the strengthening of economic integration in the world, the improvement of the system of governance in countries, the relationship with the financial control of the state will change, and in this regard will require new research facilities. [5-16]

Research Methodology

Research methods that are widely used in the framework of scientific research methodology are widely used in the implementation of research on financial control. While the analysis of the hierarchical organization of the process of financial control in the public financial system from bottom to top and vice versa is based on the deductive or inductive method, the analysis and synthesis method is used to analyze the organizational elements of financial control on a single system. The scientific-analytical study of scientific research on public financial control was based on such methods as dialectical, abstract, logical. In addition, scientific and practical proposals were formed based on complex analysis using logical and comparative, abstract-logical thinking and statistical methods.

Analysis and results

In accordance with the Action Strategy for Socio-Economic Development of Uzbekistan, practical measures have been taken to further improve public financial control as an important part of the financial system. First of all, the legal framework of the state financial control system has been improved, the activities of the bodies implementing it have been reconsidered, the purpose of which is to eliminate the existing shortcomings in this area and to achieve its effectiveness.

particular, it was approved by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated October 24, 2017 No. 870 [HYPERLINK "javascript:scrollText\(\)" "REGULATIONS ON the Main Department of State Financial Control of the Ministry of Finance of the Republic of Uzbekistan "](#) . and the need to use more modern methods in the implementation of public financial control.

In 2019, a new version of the Law of the Republic of Uzbekistan "On the Accounts Chamber" was adopted, according to which the main tasks of the Accounts Chamber are: examination of

the draft law on the State Budget of the Republic of Uzbekistan, the budget of the Republic of Karakalpakstan conducting fiscal strategy analysis for the period; to audit the adoption of the adopted state programs and regional programs with funding sources; implementation of state control over the correct application of the requirements of the legislation on public procurement ; control over compliance with the procedure for ensuring the transparency of the budget process; study and control the completeness of revenues to the budgets of the budget system and other funds established in the prescribed manner, as well as the implementation of measures aimed at reducing the shadow economy; identification and mobilization of reserves to increase the revenues of the budgets of the budget system and other funds established in the prescribed manner; Organization and implementation of control over the full and timely implementation of decisions and instructions of the President of the Republic of Uzbekistan; External audit of monetary and exchange rate policy of the Republic of Uzbekistan, the state of assets and liabilities of the Republic of Uzbekistan, management of gold and foreign exchange reserves, as well as transactions with precious metals and precious stones, state share in public administration bodies Tasks such as the introduction of an internal control system to combat corruption in institutions and organizations with a percentage and more, as well as control over the implementation of measures for its effective operation [1,2].

It should be noted that the Decree of the President of the Republic of Uzbekistan dated August 27, 2021 " On measures to further improve the system of public financial control" PF-6300, as well as the task of the Chamber of Accounts to develop standards for ***risk analysis in public financial control*** also marked. The focus of risk analysis in public financial control focuses on a variety of negatively impacting processes, from organizational and methodological errors in conducting public financial control audits to the correct formulation of conclusions on financial control. [3]

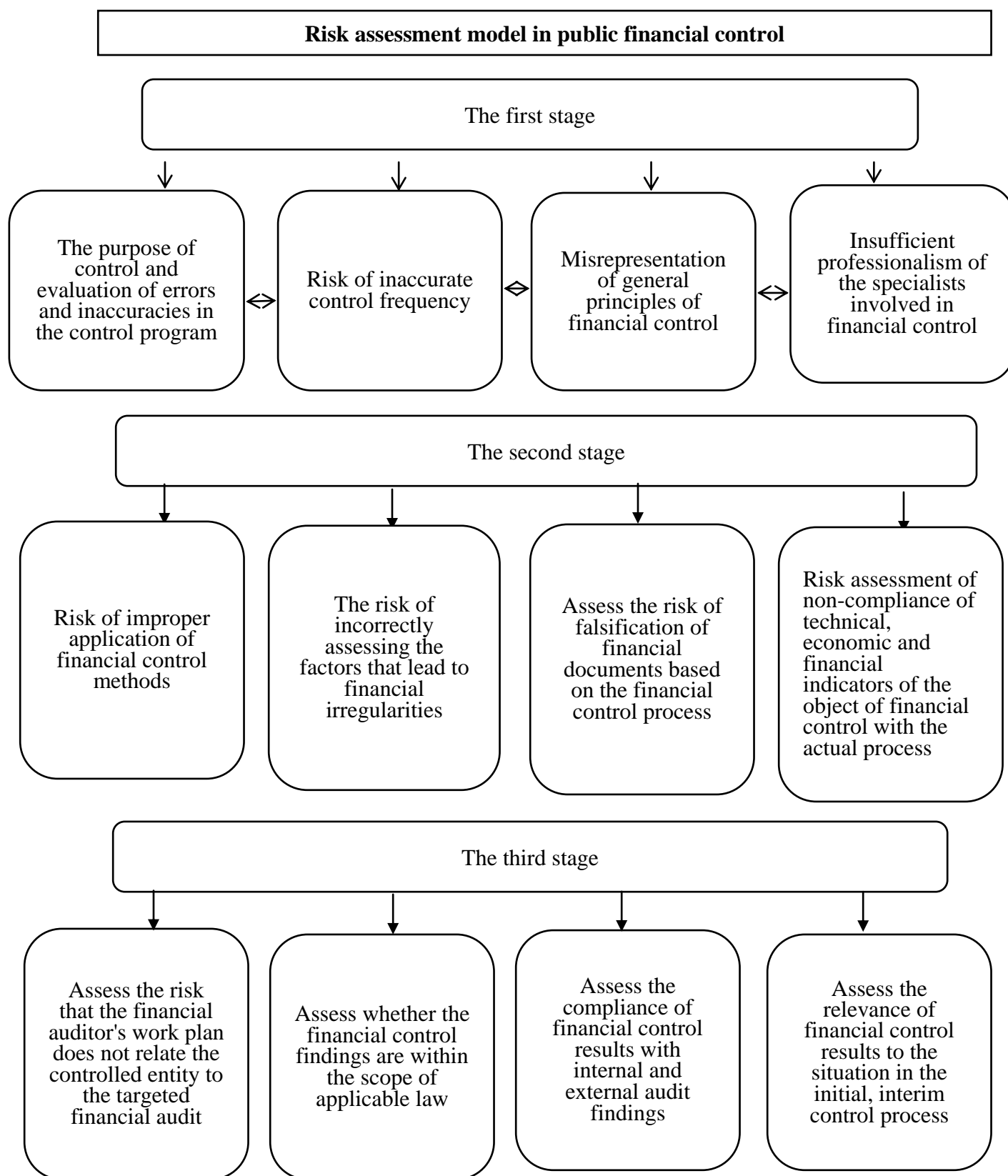


Figure 1. Risk assessment model in public financial control³

In accordance with the Decree of the President of the Republic of Uzbekistan dated August 27, 2021 PF-6300 "On measures to further improve the system of public financial control", from 2022 financial audit, which assesses the completeness, as well as the legality of financial transactions, verification and assessment of compliance with the requirements of regulations in the use of consolidated and attracted budget funds, public procurement, as well as ensuring the completeness of revenues and business processes and their compliance with government programs the effectiveness and efficiency of the audit, control and the object of control, the cost, subsidies, benefits and preferences in the object of control, the efficiency of the use of allocated funds, the established target blindness New tasks have been identified as important tasks of the Accounts Chamber of Uzbekistan, such as performance audit, which assesses and analyzes the implementation of vendors, the feasibility and effectiveness of projects funded by the consolidated budget and borrowed funds, as well as the funding of state and regional programs [4].

CONCLUSIONS AND RECOMMENDATIONS

The general conclusion of this article is that the legal framework of the state financial control system in the financial system of Uzbekistan has been improved, the activities of its implementing bodies have been reconsidered, the goal is to eliminate existing shortcomings and achieve its effectiveness, and this process is being further improved. .

At the same time, one of the important problems and tasks in the implementation of financial control in the financial system of Uzbekistan today is to assess the level of risk in financial control and increase the effectiveness of financial control on its basis. In our opinion, **it is expedient to** do the following to solve this problem :

First of all, at the organizational stage of risk analysis in public financial control, it is necessary to assess the purpose of the audit and errors and uncertainties in the audit program, assess the risk of inaccuracies in the periodicity of the audit, prevent misinterpretation of general principles of financial supervision. will be.

Second,d in the second phase of risk analysis in public financial control it is necessary to ensure the correct application of financial control methods, assess the risk of miscalculation of factors leading to financial irregularities, assess the risk of falsification of financial documents based on the financial control process, assess the risk of non-compliance of technical, economic and financial indicators.

Third,d In the final-third stage of risk analysis in public financial control, assess the risk that the financial auditor's work plan does not relate the object of control to the targeted financial audit, assess the compliance of financial control findings with applicable law, assess the compliance of financial control results with internal and external audits , assessing the relevance of the situation in the process of interim control, as well as the analysis of the above-mentioned factors in the dialectical relationship, which negatively affect its objectivity in the process of impartial conduct of financial control and making final conclusions, and this should be followed.

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THE INFLUENCE OF THE INDUSTRIAL MICROCLIMATE ON THE HUMAN ORGANISM

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ABSTRACT

The parameters of atmospheric air, which determine the climatic conditions in manufacturing plants, are the main properties. One of the main goals of this article is to ensure uninterrupted operation of the human body in summer and winter without any stress at industrial enterprises operating in the republic. At present, there is clear evidence that a sharp change in the parameters of atmospheric air leads to a decrease in human labor activity and a decrease in labor efficiency.

KEYWORDS: *Temperate Climate, Temperature, Air Pressure, Air Velocity, Metabolism, Relative Humidity, Heating, Cooling.*

INTRODUCTION

Climatic conditions are the climate of the layer of air near the surface, which is due to small differences in surface area within the local climate. Microclimate conditions are determined by the state of the environment. Therefore, when determining climatic conditions, the local climate of the forest differs from the intraforest plains, the microclimate of the forest edge, the local climate of the city differs from the climatic conditions of some areas, streets, alleys, yards, etc. As you rise above sea level, the differences between climatic conditions begin to narrow sharply. The climate largely depends on atmospheric conditions. Differences between climatic conditions are very noticeable when the atmospheric air is clean and calm, and when the sky is cloudy, climatic conditions are less different from each other. Microclimate is the climate of small areas. Observations are carried out on the basis of atmospheric air parameters to determine the microclimatic characteristics of each production site.[1-10]

Indicators of climatic conditions in the working environment are air temperature, relative humidity, air pressure and air speed, which together have a significant impact on human productivity, labor productivity and biological changes in the human body.

A constant moderate temperature in the human body is controlled by the activity of the central nervous system due to the metabolic process.

It is necessary to create calm, temperate climatic conditions so that the human body does not get tired, maintain a normal level of labor productivity, and preserve the characteristics of the biological state of the body. To achieve this balance, it is necessary to make sure that the four parameters of air are in a state of mutual proportion.

For the normal functioning of the human body, the air temperature in production should be 18-25°C, and the process of temperature exchange between the human body and the surrounding air cannot be strongly influenced, since under such conditions the heat exchange between the media moves in detail and without residue, that is, the heat leaving the body, is equal to the rate of its absorption by air i.e. the heat exchange process is sour. heat exchange is completed. When this balance in the air is disturbed, the health of a person working in this environment also changes.

When the ambient temperature is 18-25°C, the heat radiated by the human body is slowly dissipated to the surrounding air in accordance with the law of heat exchange. When the temperature rises, the heat generated by the human body is released into the air as vapor. That is, excess heat in the body manifests itself in the form of sweat on the surface of the skin, washing away saline solutions in the tissues along the way under the influence of energy leakage from the muscles.

As the ambient temperature rises, the body's ability to transfer heat decreases and the evaporation process constantly increases, causing the body to quickly become weak. If the relative humidity of the air exceeds 80 percent, the evaporation of sweat from the body becomes difficult and as a result, the exchange of energy and temperature exchange between the body and the environment is disturbed. Such a violation negatively affects the productivity of a person. When the speed of air movement increases, the temperature difference between the body and the air increases dramatically, so the body begins to cool down quickly, and as a result, the human body causes diseases associated with colds.[11-15]

The microclimatic conditions of the production environment have a huge impact on human performance and health. Knowledge of the influence of microclimate factors in human life in practically negative or positive conditions and the application of measures to mitigate it has a positive effect on increasing labor efficiency in the labor process. The use of microclimate parameters can be beneficial or detrimental in some conditions. This is due to the fact that at high air temperature it is positive, and at low temperature it is negative.

Taking into account the maintenance of body temperature with a constant change in microclimate conditions, a good opportunity is created for the activity of biochemical processes in the body [1]. An increase in body temperature under the influence of the working environment negatively affects labor productivity, and this condition is called overheating of the body. Conversely, an abnormal drop in air temperature in an industrial environment can lead to various industrial accidents. Such a sharp drop in temperature is called cooling of the body. Sudden changes in the industrial microclimate create a catastrophic situation that disrupts life. Therefore, the human body has a physiological mechanism that adapts to the external environment, which is

under the control of the central nervous system. The main function of this physiological mechanism is to maintain the thermal ratio by releasing excess heat released as a result of metabolism in the body into the external environment [16-21].

There are also factors that affect the microclimate of production, such as heat from the surfaces of machine materials, which leads to an increase in air temperature. Microclimate factors have a huge impact on the ability to work and human health. In a production environment, almost all microclimate factors are affected simultaneously. In some cases, this effect can be useful. For example, in cold environments, dehydration is more likely to occur as a result of dehydration, and in some cases exposure levels may increase as a result of the combination. Thus, an increase in relative humidity and temperature creates difficult conditions for humans. In addition, increasing air movement in the workplace gives a positive result at high temperature and a negative result at low temperature. It can be seen that weather factors can have a positive and sometimes negative impact on a person in some cases, disrupting the adaptation of the human body to the external environment. The adaptability of the human body to the environment is the ability of the human body to maintain body temperature in the same range (36-37 ° C) based on physiological and chemical processes. The adaptation of the human body to the external environment can be divided into physical and chemical processes. The physical adaptation of the human body to the external environment is determined by the adaptation of the body to body temperature, pressure, air velocity. The chemical adaptation of the human body to the external environment is characterized by a decrease in metabolism during the warming period of the body and an increase in metabolism as a result of cooling. Physical adaptation of the human body to the external environment is more important than chemical adaptation. Because all biochemical, chemical and physiological changes in the body are closely related to physical processes. The human body releases heat into the external environment in three ways. Table 1 below shows human heat emissions to the environment.

TABLE 1 THE DISTRIBUTION OF HEAT BY A PERSON INTO THE EXTERNAL ENVIRONMENT DURING VARIOUS ACTIVITIES.

№	Categories of work	Infrared radiation	Convective heat transfer	Evaporation of fluid through the respiratory tract
1.	Light degree - I	45	30	25
2.	Intermediate degree-I a	40	25	35
3.	Intermediate degree-I b	35	25	40
4.	Severe degree - III	30	30	40

As can be seen from Table 1, heat transfer from the human body, depending on the category of work, is fast and complete, along with the evaporation of liquids through the respiratory tract relative to infrared radiation. In the process of convective heat transfer, this condition is much slower. This is because the metabolic process is very slow when heat is transferred from one medium to another. It should be noted that 80% of the heat generated by the human body is released through the skin, 13% - through the respiratory system. Also, 5-7 percent of heat is spent on heating consumer products (food, water and air).

Industrial microclimate standards are a system of labor safety standards specified in the standards. They are based on hygienic, technical and economic principles. Depending on the premises, the time of year and the category of work, enterprises establish permissible standards for temperature, relative humidity and air movement in the workplace [22-28].

All categories of work performed in the Republic of Uzbekistan are defined as follows:

1. Category I - light physical work: work performed while sitting, standing or walking, but not requiring regular physical activity or lifting of a load, energy consumption is 150 kcal (172 joules) per hour.
2. Category II - moderate physical activity: includes activities consuming 150-250 kcal (172-293 J.S.) per hour. This includes work associated with constant walking and carrying light (up to 10 kg) loads.
3. Category III - heavy physical work: includes work associated with regular physical activity, in particular with the continuous movement and lifting of heavy loads (more than 10 kg) from one place to another. In this case, energy consumption exceeds 250 kcal (293 J s) per hour.

The main parameters that determine the change in temperature during the season and the normal conditions calculated from the indicators that determine the conditions of the microclimate are shown in Figure 1 below.

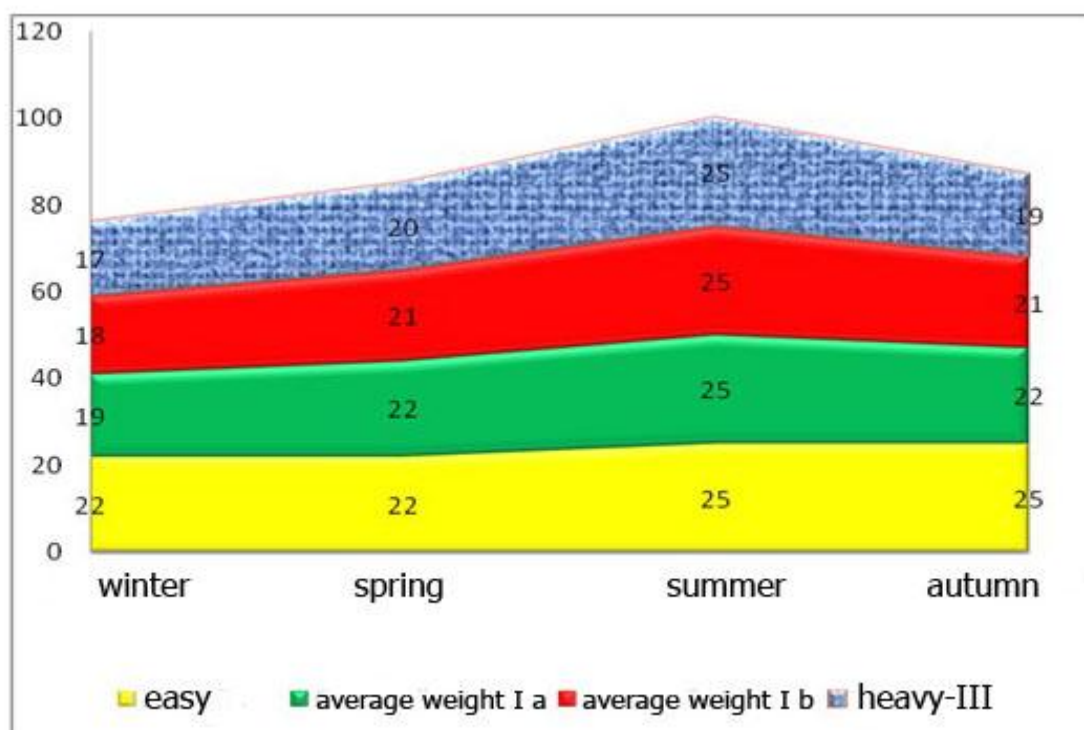


Figure 1. Temperature versus activity.

As can be seen from Figure 1, the change in the efficiency of human labor at the intersection of seasons is associated with temperature. Temperature, which is a parameter that determines the basic conditions of the microclimate, can have both positive and negative effects on the

efficiency of human labor. Temperatures up to 25 °C do not affect the efficiency of human labor. On the contrary, an increase in temperature in the workplace leads to labor productivity, negative consequences for the body of workers, i.e., to the occurrence of various diseases. The change of seasons leads to a sharp drop or rise in temperature. This requires a change in temperature at this time.

Temperatures can drop or rise depending on the time of year. At the same time, the relative humidity of the air also changes with temperature. The higher the relative humidity, the more difficult it is to absorb the moisture released from the body, and the exchange of moisture between the air and the body is disturbed. As a result, the human body can suffer from various diseases. The impact of relative humidity on the body, depending on the work activity of workers, can be very dangerous or lead to occupational diseases. Figure 2 shows the basis for determining the change in the parameters of normal air humidity during the seasons depending on the efficiency of human labor.

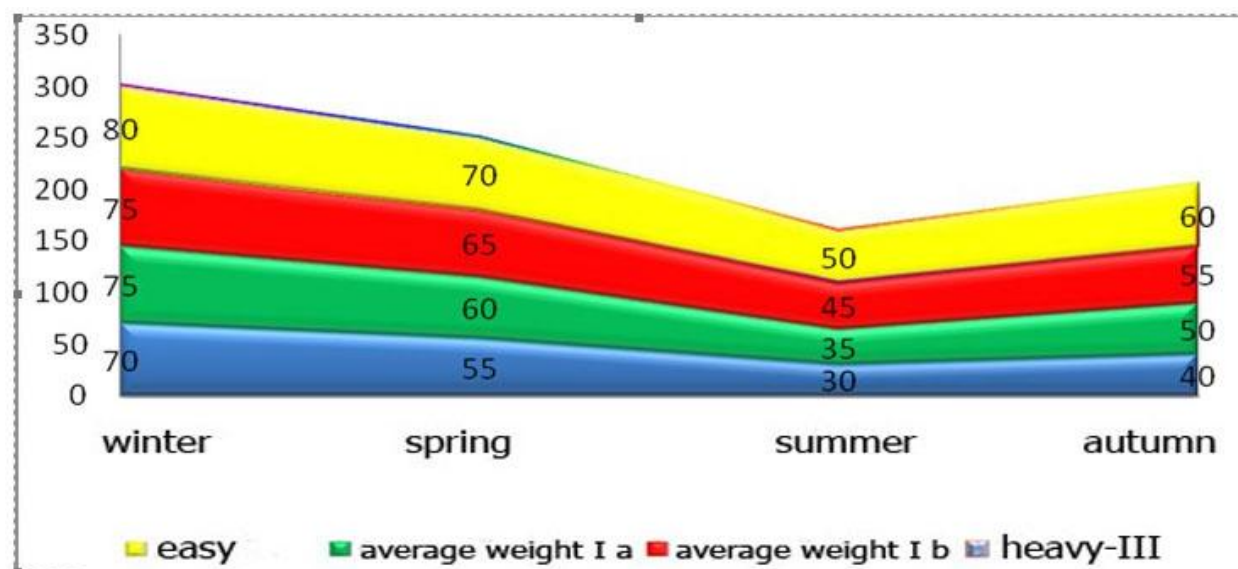


Figure 2. Relative humidity versus activity

As can be seen from Figure 2, the continental climate of the republic is characterized by a very large difference in humidity between mountainous and lowland areas. Relative Humidity Variability It is important to do this separately for each activity. High relative humidity reduces the release of heat generated by the body into the environment. As a result, the efficiency of human labor is reduced. The relative humidity is such that the heat or sweat given off from the body can be exchanged in ideal proportion. It should be noted that the relative air velocity with relative humidity can interact with the body. The faster the air moves, the more fully you can exchange the energy released from the body. As a result of this exchange, the human body undergoes sweating and rapid cooling, which can lead to colds. Pressure standards are shown in Figure 3 [29-32].

Temperature, relative humidity and air velocity are defined as normal and permissible values. Normal quantities are a set of microclimate indicators that ensure the normal functioning of the body and maintain a warm state without enhancing adaptive reactions to the external

environment with prolonged and regular exposure to a person, which creates sensitivity to heat and is a condition for increasing productivity.

Permissible microclimate conditions are a set of microclimate indicators that counteract and quickly normalize the body's activity and changes in thermal conditions, strengthening adaptive reactions to the external environment that do not deviate from the possibilities of physiological adaptation. There are no health hazards, but abnormal sensations of warmth, mood swings, and decreased performance may be observed. Air conditioning is also required during normal operation. In some cases, for example, it is necessary to comply with hygiene requirements for work and leisure, when the volume of rooms with high heat transfer or heating is large.

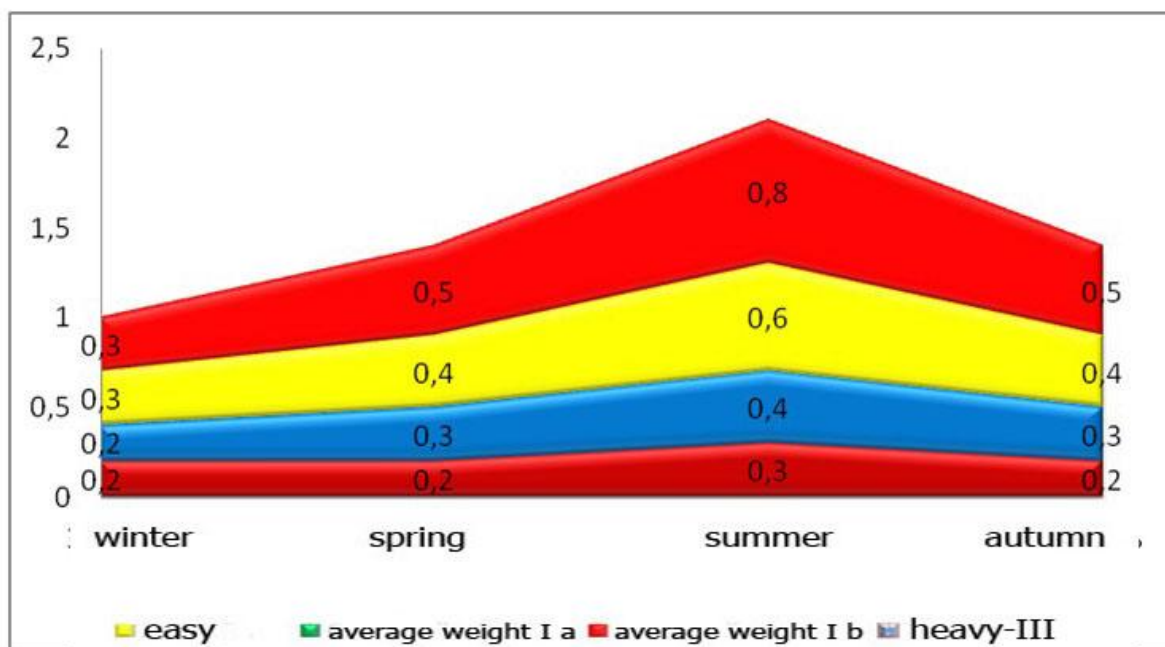


Figure 3. Dependence of air velocity on activity.

Permissible norms are that during the cold and transitional periods of the year the average daily temperature of the outside air fluctuates somewhat more outside $+10^{\circ}\text{C}$ or, respectively, below permanent workplaces, and that the air temperature in the workplace increases during the hot season (especially in Central Asian environments and workplaces where heat dissipation is possible). This is due to the fact that the external environment is hot and it is difficult to lose a large amount of heat.

However, even in this case, the norms limit the maximum. In workplaces with high heat transfer, the air speed is also determined by a slight excess.[33-36]

It is necessary to develop coefficients that take into account the size of the premises, the simultaneous release of both heat and moisture, the conditions for artificially maintaining a constant temperature and humidity. The harder the work, the lower the temperature and the higher the air movement.

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POSSIBILITIES OF TEACHER'S USING PEDAGOGICAL ARTISM

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ABSTRACT

The article describes the possibilities of the teacher's use of elements of pedagogical artistry, the educational policy pursued in the Republic of Uzbekistan, its prospects. A comparative analysis of the fact that the current education system in general secondary schools is not based on individualization and the activation of personal development mechanisms of students, their weak connection with their inner life, emotions, diverse needs and requirements, resulting in the manifestation of individual characteristics and creativity .

KEYWORDS: *School Education, Education System, Learning Process, Knowledge, Skills, Qualifications, Competence, Teacher, Student, Creativity, Pedagogical Artistry, Independent Work.*

INTRODUCTION

The work on the development of the education system in the country is based on the principle of “investment in the future”.

President of the Republic of Uzbekistan Sh. Mirziyoyev said in a critical video conference on January 28, 2022 on the development of school education, “... teachers’ teaching skills are insufficient. They can only teach students what they know little about. The reason is that teachers do not have an effective system of independent work and motivation. The teacher strives for more hours, not for quality lessons” [1]. This indicates the need for teachers to work on themselves on a regular basis.

The policy of the Republic of Uzbekistan, which is actively integrating into the world community, is aimed at forming a purposeful and responsible person who is able to successfully perform various life roles in a modern pluralistic changing world. This requires a subtle and precise adaptation of the education system to the current and future needs of the market, the formation of the ability to work productively and socially.

The development of education in our country is, in practice, a condition for the development of other sectors of the social sphere. Today, education determines the dynamics of qualitative development of society. It is a national reconciliation, one of the influential areas of social integration, a unifying, social factor capable of stopping criminogenicity in the youth environment, a process of spiritual purification of people.

In the context of the public nature of the teaching profession, the state and society are interested in training the future teacher and creating appropriate conditions for his full professional

realization. It is no secret that the fate of each nation, and ultimately of world civilization, depends on the successful pedagogical activity of the teacher.

The professional activity of a teacher is one of the types of activities that are performed on a regular basis. Its uniqueness lies in the fact that it affects students, taking into account their age, individual and genetic characteristics, needs, interests, spiritual world, as well as the purposeful management of the cognitive process and personal development [2].

The set of pedagogical-psychological components of the activity could be considered the basis of professionalism decades ago. Today, different types of educational institutions need a teacher who can enter the teaching profession, who has a wide range of thinking, who works on the principle of humanism, which is interesting for the student in the educational process [3]. He must be able to choose ways of thinking and acting that will allow him to show understanding and tolerance towards other religions, cultures, and worldviews, and that will contribute to the preservation and development of human culture. In addition, he must be willing to cooperate with his students, to be a reference, unique, atypical person for them.

The modern educator must be able simultaneously express fragments of educational content in different forms: words, gestures, facial expressions, pantomime, etc. and what is going on in the human mind in a related way. The acquisition of these qualities, their application in educational practice is an example of art, which based on the creative individuality of the teacher, and this does not deny that he has mastered the pedagogical technique.

We know that science has three laws:

I. The actual development of a person and his success depends in many respects on his personal “emotional coefficient”.

II. Positive emotional power is one of the leading conditions for the rapid and successful assimilation of knowledge (only 16% of indifferent information and about 80% of emotionally influential information are recreated).

III. While the intensity of the teacher’s personal positive impact is large, the mental state of the learners in the classroom is also positively oriented [4].

All three laws show that no matter what paradigm a teacher works in, the ability to enrich the process of communication and interaction with learners with a variety of emotions is his most important professional quality, that is, every educator must possess such qualities as emotional expressiveness.

The ability of the teacher to express his actions, gestures, demeanor, facial expressions, fluency in the course of the lesson testifies to his high level of pedagogical artistry. This allows to express not only the personal characteristics of the teacher, but also his scope of thinking, the subject he teaches and his attitude to various social (spiritual, civic, artistic) values, his attitude to colleagues, students and other members of society, as well as his experiences in the current situation.

According to psychologists, the teacher should speak in such a way that each word evokes imagination in the students, and if the speech is over, then the eyes continue to speak. In this situation, students are prevented from having limited understanding of the world, inability to feel

and wonder, and the learning process is focused on enriching and developing the learner's intellectual field.

The current system of education in general secondary schools (explanatory-illustrative and reproductive methods of education) is not based on individualization and the implementation of mechanisms of personal development of students, weakly connected with their inner life, emotions, diverse needs and requirements, resulting in individual characteristics and creativity prevents it from appearing.

This paradigm of education is based on the presentation of ready knowledge, model-based, inductive logic (from private to general), mechanical memory, verbal narration of learning material and reproductive reproduction of information received from the teacher.

Researchers believe that if a student does not work independently on 80% of the information they hear in class, that information will be forgotten that day; 20% of the above information is stored in memory for a longer period depending on the level of relevance for the reader [5].

Today we need to apply modern methods and techniques to develop students' skills of independent, critical thinking, analytical and problem-solving tasks, setting new tasks independently, defining non-standard ways to solve them and creative use in practice. Only then can all participants in the pedagogical process, which consists in ensuring the growth of creative abilities and capabilities of each learner, define personal development as their central task. To do this, as noted above, every teacher working in general secondary schools must have mastered pedagogical artistry.

For example, when a teacher talks about the Pythagorean Theorem, he should be able to impress students with his childish story about the extraordinary theorem of the great Greek scientist Pythagoras, who "traveled in absentia to that time". In this way, the teacher delights the students with news on the topic, can arouse their interest in the topic and surprise them.

Methods and techniques of pedagogical influence chosen by the teacher should be systematic, consistent, coordinated, mutually coordinated; the personality of the student and the characteristics of the student community should also be appropriate to his or her creative individuality. It reflects the components of pedagogical artistry: freedom of behavior, naturalness, expediency and harmony, its assessment of the current situation and its relevance to the high level of education.

In the process of education, the development of student forces in a certain direction should play a key role, not a product that is presented to students in the form of knowledge of a particular skill or content. To do this, all conditions in schools must be adequately provided.

Therefore, the main task facing general secondary schools today is to form and develop in students an independent, creative, critical thinking that is adequate to the modern labor market and the laws of competition. A creative intellectual activity has a unique meaning in its entirety and includes:

- ❖ be able to independently apply knowledge, skills, competencies and competencies to an unexpected unusual situation;
- ❖ create new problems in familiar situations, look for ways to solve them;

- ❖ to be able to see what the object is capable of and all its functions, to understand the serious or non-serious proportions of its elements;
- ❖ be able to change certain methods of activity to new ones;
- ❖ alternative thinking, i.e., possible solutions to an existing problem, being able to identify different ways of solving it;
- ❖ to find a comprehensive solution to conflict situations, to find new ways and means of resolving them, etc.

The above indicates the need for a critical review of the existing practice of teacher training in pedagogy, the development of a modern concept of pedagogical education based on new requirements for education and best international practices, radical reform of the teaching system and the development of future teachers.

At the same time, the need for teachers who today have a wide range of emotional reactions, who perfectly master pedagogical artistry, who can creatively convey to students the richness of human values and culture, is stronger than ever.

It is well known that in any space and time, the teacher is faced with the task of competing with other sources of information that are rapidly spreading and becoming increasingly convenient for learners. In this struggle, the competitiveness of the teacher in many respects requires that students be able to engage in their subject, to solve specific problems and tasks of the subject, to correctly choose the content and environment of communication and approaches to the organization of pedagogical activity. Pedagogical communication with the teacher should be bright, colorful, encouraging free creativity and self-improvement for students.

According to E.R. Russkaya, “Adults, educators, and parents often lose focus not because they don’t have something to say, but because it’s not fun to listen to them. If you asked us today, “What was your favorite subject at school?” No matter what the name of the subject, there will be one similarity in our answers: this science was our favorite because we liked the teacher” [6]. Our observations, questionnaires, and interviews confirm E.R. Russkaya’s conclusion about the correlation between a favorite subject choice and a teacher's attitude.

The aesthetic approach to the pedagogical process, which is denied by many educators, leads to the development of creative potential and the discovery of their individuality through emotion, is a unique opportunity to revitalize and inspire the pedagogical impact. It is it that must become a personal-professional quality that allows us to feel through intuition that it is a living language of communication, a language of creativity and reflection that leads to knowledge and education in today’s rapidly changing world.

The stage of “self-determination” of professional training, in which professional pedagogical orientation, the formation of knowledge, skills and abilities that help to solve pedagogical tasks, is the most optimal period for awakening their abilities, learning to combine imagery and logic in thinking and behavior [5]. If the favorable conditions for the development of the teacher’s creativity are purposefully created, then the elements of pedagogical artistry will be widely used.

The acquisition of the teaching profession and the development of creative individuality depend on a number of personal and professional qualities. These include descriptions that form the basis of pedagogical artistry: emotion, intuition, empathy, imagination, observation,

improvisational ability, and more. A teacher who has mastered pedagogical artistry freely realizes the unique features of his creative individuality in his work, and students' interest in the subject taught by the teacher increases.

In conclusion, a teacher does not become a creator by mastering new pedagogical and information technologies. To do this, he must master the ways and means of implementing pedagogical and information technologies, have a deep understanding of the elements of pedagogical artistry.

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COLLECTION OF MAIN FOOD ELEMENTS IN THE VEGETATIVE MEMBERS OF NEW ISTIKBALLI EMERALD AND KARAKOZ VARIETIES

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ABSTRACT

A number of works are underway to cultivate the olive plant. In Uzbekistan, olive varieties are also regionalized and cultivated. In our experiment, we studied the characteristics of olive varieties, their differences from each other.

KEYWORDS: *Olea Europaea L, Varieties, Biological Features, Productivity, Agriculture Technology Methods, Yield Capacity.*

INTRODUCTION

The olive plant continues to grow and develop during the growth process from early spring to late autumn, which is why this tree has been called "evergreen". It is known that the leaves of other trees ripen biologically, physiologically in September and October, and all chemical processes in the cells stop. The leaves cease to function during the growth of woody material. [1]

The twigs and leaves of the olive plant grow in the spring from May to the end of October. The growth and development of olive branches is unique and slightly different from other plants. It is characteristic that even if the olive stems stop growing, the branches will grow, the first order being from the branch, the second order the branches being longer is unique to the olive. The growth of olives creates a "harvest" of specific chains. [2]

To determine the growth and development of the olive branches, 5 plants were taken from each variant, and two growth branches were taken from each tree, hung on a label, and measurements were made on the olive branches and stems every ten days. The rapid growth of the olive leads to a good work of shaping it, in our experiments the fast-growing branches were shaped beautifully and cup-shaped. [3]

The growth dynamics of olive stem diameter in the introduced variety samples during the study years The stem diameter circle of the growth process by months was 1.5 cm to 2.7 cm, the

average stem diameter in April was 5 cm in 5 seedlings. In this sample, the diameter of the stem was 2.6 cm in May, 2.7 cm in June, 2.8 cm in July, and 3.7 cm in October. [4]

The stem diameter of Gaziantep seedlings imported from Turkey was 2.3 cm in April and 3.0 cm in thickness. On average in April, it was observed that the thickening of the stems of this variety was 1.0-1.3 cm higher. By October, the diameter of the stem of olive seedlings was found to be 3.5-3.7 cm. In Gaziantep seedlings, the diameter of the stem was 0.5-0.9 cm thicker than in the Karakoz variety, and the diameter of the stem increased by an average of 1.2 cm. [5]

It was observed that the diameter of the stem of Krymskaya 172 cultivars varied. The diameter of the stem in 1 bush olive was 1.5 cm to 2.4 cm according to the observations made in April, while the diameter of the stem increased by 1.0 cm in the observations made in May. The diameter of the stem did not change in June, however, it was noted that in July the diameter of the stem increased by 3.3 cm, or 0.8 cm in two months. In October, the diameter of the stems of the Spanish olive variety was 6.0 cm. [6]

The thickening of the diameter of the stem of olive varieties was almost the same in all varieties. On October 26, it was observed to be 6.0 cm. Introduced olive varieties were found to be similar to each other not only biologically but also in terms of botanical characteristics. [7]

In our study (2016-2018) it was found from the observations of the growth dynamics of olive branches (see Table 4.16) that in the first three years of the Emerald variety in the first decade of April the length of the primary branch was 4.6 cm, in the third decade the branch length was 8, 7 cm, our observations on May 5 showed that the average length of the branches increased by 12.3 cm. From the second decade of May to the third decade, it was found that olive seedlings grew by 12.0 cm, and from the first decade of June to the third decade by almost 11.4 cm. By the end of October, the primary branches were observed to grow and develop to a length of 131.7 cm. [8]

Primary olive branches from the Crimea (Karakoz) grew slightly slower than the studied Izumrud, Gaziantep, Krymskaya 172 varieties, which in the third decade of October averaged 105.0 cm in three years, which is 22.3-35.4 cm lower than these varieties. was found. [9]

In the first decade of April, the length of the twig in the Gaziantep variety imported from Turkey averaged 4.1 cm in 5 seedlings, 13.1 cm on May 5, and 19.7-30.1 cm in the second and third decades. It was noted that our observations increased by 10.4-12.4 cm every 10 days in May. In the third decade of June, olive seedlings were 56.7 cm, and in the first and second decades of June the difference between the growth of branches was 7.6 cm. Primary olive branches imported from Turkey showed a growth of 140.4 cm in the third decade of October. The branch length or annual growth dynamics of this variety was 34.1-35.4 cm higher than that of the Crimean variety sample. In the third decade of June, there was a significant difference in the length of the branches between the varieties, from 5.7 cm to 11.6 cm. [10]

The highest rates were observed in Gaziantep and Izumrud varieties, from the first decade of June to the third decade of July the branches grew by 33.3-44.3 cm, the length of the branches was 72.7-86.8 cm. In October, the average length of these branches was 131.7-140.4 cm.

Growth dynamics of twigs in olive varieties, cm; 2018-2020

Varieties	Date of observation							
	5.04	25.04	15.05	5.06	25.06	15.07	5.10	25.10
Izumrud	4,6	8,7	17,0	39,4	50,8	67,3	108,0	131,7
Karakoz	4,1	8,9	19,7	42,5	56,7	75,1	118,5	140,4
<i>Gaziantep</i>	3,8	7,1	16,2	36,5	45,1	59,0	87,1	105,0
Krymskaya 172	4,4	7,5	17,3	39,2	52,6	61,3	110,3	127,3

Based on our experiments, it was noted that the Krymskaya 172 variety also grew well in our conditions. In the first months of development, the newly adapted varieties Karakoz and Izumrud grew uniformly in the country. 4.4-13.1 cm lower than Izumrud and Gaziantep varieties and 22.3 cm higher than Karakoz varieties. [11]

In conclusion, on the basis of the growth and development of the studied different olive varieties, the growth of twigs of the acclimatized Karakoz variety increased to 101.4-105.0 cm per vegetation year, and the growth of twigs of the acclimated Emerald and Gaziantep varieties reached 131.7-140.4 cm. Turkish varieties differed from each other in the fact that they grew taller and had fewer side branches, and grew more slowly than in the temperate Izumrud and Karakoz varieties, with more side branches. [12]

In some species of olives, vegetative branches were more abundant, ie generative branches were less in Karakoznav samples, and more generative branches in Izumrudnav samples.

Over the years of research, it has been found that not all branches grow at once on the base of an olive tree. The branches grow up to 10 cm per year. Branches that did not grow well or did not develop were found in 4 varieties of olives, and the resulting stalk remained unchanged for a long time with 6-8 leaves. While these branches had 6 or 8 leaves in spring, they did not show any difference in growth or change in autumn. Branches of olive varieties were observed to grow more than one meter per year. [13]

Olive leaves have a lifespan of 2-3 years. It was found that the leaves of trees ripen biologically and physiologically in September and October, the cessation of all chemical processes in them, the formation of woody matter during growth, the end of its activity and natural shedding of leaves. [14]

To do this, the newly formed olive leaves were determined and their growth in length and width was observed every 5 days. During the study, 4 leaves were marked separately from each branch, red threads were hung on the leaf band, and observations were made on these leaves until leaf growth stopped.

During the years of research, it was observed that the leaves of the air-conditioned Karakoz variety grew from 1 cm to 1.5 cm in length and 0.4-0.7 cm wide. During the study, it was observed that the leaves of the olive grew by 0.2-0.3 cm in width and 0.8-1.5 cm in height in 5 days. During the observations in Maya, it was noted that the olive leaves grew from 2.2 cm to 5.0 cm in height and 0.8-1.6 cm in width. [15]

The leaves of Gaziantep variety imported from Turkey in April were 1.5-2.0 cm tall and 0.5-1.1 cm wide, and on May 1, the leaves were 2.5-3.6 cm long and 1.0-1 cm wide. , Grew to 5 cm. On May 5, the leaves grew 2.8-5.0 cm in height and 1.3-2.0 cm in width. It was observed that the

process of full formation of leaves of this variety was not until May 10. On May 10, the leaves grew 3.0-5.5 cm in height and 1.3 and 2.5 cm in width. When the leaves of this variety were counted in late May, no change in width and height was observed in the leaf surface. [16]

The method of determining the chemical composition of vegetative organs is studied mainly on the basis of the detection of minerals in the leaves and annual branches. By detecting minerals in the leaves, it will be possible to determine how the olives are supplied with minerals during development. Leaves and annual twigs were obtained from olive seedlings growing in the experimental fields to determine the chemical composition of the vegetative organs. [17]

It is known that the abundance of nitrogen and phosphorus in the growing organs of olives ensures the rapid and high rate of photosynthesis, ie the synthesis of organic matter. During the growth and development of olives, phosphorus substances are actively involved in ensuring the growth and high yield of the plant. In the absence of phosphorus, energy metabolism in cells slows down. Phosphorus is also abundant in the roots of olives and is widely absorbed in the early growth phases of the plant. [18]

Insufficient supply of mineral fertilizers leads to the crushing of olive leaves, prolonging the flowering and ripening phases. Because the olive seedlings grown in our experiments were moderately supplied with mineral fertilizers, the lower leaves of the olive seedlings turned dark green and became seravj.

It is known that the presence of sufficient amounts of phosphorus in the cells makes the olive resistant to disease. As the experimented light gray soils were adequately supplied with phosphorus, early ripening of the olives was observed as a result of the seedlings assimilating sufficient amounts. However, it was noted that the size of the olives was small. [19]

In the study years (2016-2018) it was found that the average phosphorus content in the dry mass of olive leaves in three years was 0.897% in Izumrud variety, 0.699% in twigs, 0.946% in Gaziantep leaves and 0.743% in twigs. It was also noted that the total phosphorus content was 0.900-0.822% in the leaves and 0.515-0.697% in the branches of Karakoz and Krymskaya 172 varieties. However, the higher the amount of nitrogen in the organ of the plant, the higher the amount of phosphorus in the vegetative organs of the olive. 1,897-2,092% in the leaves and 0.858-0.950% in the twigs of the cultivated Izumrud and Gaziantep olive varieties imported from Turkey.

Among the studied varieties, the highest total nitrogen and phosphorus content in the leaves and twigs was observed in the Gaziantep variety, which was found to be 0.363-0.092 and 0.124-0.228% higher, respectively, than other varieties. [20]

The total potassium content in the leaves of the studied varieties was 0.179-0.176% in Izumrud and Karakoz varieties, 1.781-1.585% in the branches, 0.140-0.135% in the leaves and 1.549-1.555% in the branches of Gaziantep and Krymskaya 172 varieties. it was found that the total potassium content in the vegetative organs was 0.044-0.232% lower than in the newly introduced varieties. The method of determining the chemical composition of vegetative organs is studied mainly on the basis of the detection of minerals in the leaves and annual branches. By detecting minerals in the leaves, it will be possible to determine how the olives are supplied with minerals during development. Leaves and annual twigs were obtained from olive seedlings growing in the experimental fields to determine the chemical composition of the vegetative organs.

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SOCIO-POLITICAL PROCESSES IN UZBEKISTAN AT THE SIGHT OF BRITISH SCHOLARS

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ABSTRACT

This article is dealt information about the research institutions of Great Britain, studying with close attention the history of Central Asia, in particular Uzbekistan, also socio-political processes, state policy, religion, youth, ethnographic situation, social reforms and other spheres of the country. Along with this, there is provided information on the history of the emergence of such organizations. Furthermore, there is given information about universities, institutes, societies, centres, as well as their specialists. At the same time, there is discussed the completed projects of British orientalists and specialists, also research works that are being carried out at the moment. Research institutions have been studied, their activities have been objectively assessed.

KEYWORDS: *Central Asia, Oriental Studies, The Islamic World, Politics, Society.*

INTRODUCTION

It is known that the Renaissance in Europe in the late Middle Ages was an important factor in the development of Oriental studies and high interest in Eastern countries, along with other fields, as well as industrial development in the region was the reason for investigating the East for political and economic purposes. Even though the study of Eastern countries in Europe was first started by the French, later the British and Germans conducted a large amount of research and acquired a large scientific source on Oriental studies.

Central Asia played an important role in the development of international trade relations for a long period, and a significant part of the Great Silk Road is located in this region. This great trade route had a great impact on the dissemination of technological and spiritual values among different nations, ensuring the development of human civilization. Due to this factor, we can say that the culture of Central Asia is rich and diverse.

The Ox-Yaksart basin (between the Amudarya and Syrdarya) is a place where all the important roads of the Middle East intersect, and natural conditions allow the roads of this region to become international crossroads. Indeed, studying the rich and unique history of Central Asia plays an important role in understanding the complex processes which are taking place in the region today and also defining future priorities.

Based on the given considerations above, we can justify the relevance of the topic as follows: firstly, the chosen topic has not been the subject of a separate scientific study yet; secondly, the researches carried out in foreign historiography to date have not been sufficiently studied in this direction; thirdly, one of the most pressing problems facing historians today is the objective study of foreign historiography.

Methods.

In the context of research work, the author collected works in various areas of the Central Asian region, written by British experts during the XIX-XXI centuries. Initially, has been studied works published in the 19th century about Central Asia, exactly "Travels In The Himalayan Provinces Of Hindustan And The Panjab" (Moorcroft), "Travels Into Bokhara" (Burnes), "Narrative Of A Mission To Bukhara 1843-1845" (Wolff), "Narrative of a Journey from Herat to Khiva" (Abbott). At the second stage, there were collected and studied research projects, comprehensively studying Uzbekistan from the end of the twentieth century to the present, including K. Melchert, L. Treadwell, P. Wordsworth, K. Humphrey, S. Saxena, P. Kalra, J. Goodhand, C. Harris, R. Harris, P. Molinga, S. Newton, J. Heathershaw, D. Lewis and C. Owen. This gave us a big picture of researches on Uzbekistan.

The purpose of our research was to gain knowledge about the areas in which Europeans, especially British Central Asian orientalist analyze the socio-political processes taking place in Uzbekistan, as well as how they evaluate them. The research works carried out by various organizations, universities, centres and projects to achieve these goals has been carefully studied. As a result, it became known that in only one European country, Great Britain, more than a dozen institutions are specializing in the study of Uzbekistan in various fields.

In the course of our research on this topic, several printed and electronic publications, numerous articles, more than a hundred electronic resources were studied, translated and analyzed. The data obtained were summarized, systematized and were drawn conclusions.

The emergence of Central Asian studies in Great Britain

Speaking about the development of social and political sciences in Great Britain, we see that in the first half of the 19th century, British scientists and tourists began to study the countries of Central Asia, sources of historical research appeared. The first 20 years of the 19th century were an important period for the British Empire in expanding its colonies. [1] It is known that having lost its rich colonies in North America, Britain at the end of the 18th century began to develop new lands in the East with a centre in India under the name of the "Second Colonial Empire". Subsequently, for the next hundred years, India served as the main link in the British colonial empire. In turn, the British ruling circles, who afterwards strengthened their positions in India, also began to show interest in Central Asia.

The nineteenth century was a milestone in British historiography in the study of Central Asia. First of all, it was a period of collecting information about the region and active travel and research. For modern researchers, research data from the British are an important historical source. The authors of these works were the first Europeans and the first Englishmen who visited various regions of Central Asia and began a comprehensive study of this region. It was they who laid the foundations of British Orientalism, and their works became the first publications on various issues of the history, politics, economics and military affairs of Central Asia.

At the first stage of studying Central Asia, the main source was the travel diaries and reports of officers of the British army, British tourists, etc., at the next stage, the study of the region was carried out by newly created specialized research organizations and institutions. So, during the 19th and 20th centuries, various scientific institutions were created and developed in Great Britain, focused on the study of different regions of the world. Their development has always been at the centre of attention and supported by the state.

From the second half of the 19th century, the region of Central Asia, like many other countries of the East, began to be studied by scientists at Cambridge and Oxford Universities. During this period, such great scientists as William Stubbs [2] and George P. Gooch [3], who were specialists in history, worked at the University of Oxford. These scholars were also interested in Eastern problems. During this period, the School of Oriental Studies was founded at the University of London. Simultaneously, the study of Central Asia was carried out in the Royal Geographical Society and the Royal Asiatic Societies. In general, R. Murchison [4], D. Boulger [5], J. Mallsen [6] and many other specialists were engaged in the study of the eastern countries in England. Most of these scholars were former officers and officials who had served for a long time in the East India Company. They visited India and neighbouring Asian countries and studied the language, customs, lifestyle, history, geography and religion of the peoples of these countries. In the meantime, the British government expressed an interest in studying these sciences and supported the researchers.

One such institution is the Royal Asiatic Society of Great Britain and Ireland, founded in 1823 in London. Since its inception, the society has become the centre of true conferences for scholars studying Asia through lectures, journals and other publications. At the same time, the society is the oldest scientific society for Asian studies in the UK. Among the members of this society, there are many famous scholars of Asia. [7]

During this period, the activities of the Royal Geographical Society were also at the centre of scientific and political attention. The meetings of the society were attended not only by specialists but also by representatives of various fields. Commenting on the activities of the society, the famous Hungarian scientist and tourist A. Vambery (1832-1913) said: "No one in the UK is as popular as travellers. The traveller leads to a missionary and a merchant, followed by a warrior... Continuing our point of view, in England during this period the ideology was established that researchers of new countries would help the state in the future to expand its political influence and add new territories to its sphere of influence." [8]

The Royal Geographical Society is one of the British scientific societies, founded in 1830 as the Geographical Society of London under the auspices of King William IV [9] for the development of geographical science. The society granted Royal Charter under Queen Victoria [10] in 1859.

The next British research institute to study Central Asia is the Faculty of Oriental Studies at the University of Oxford. Currently, the Faculty of Oriental Studies includes several research centres, such as the Center for Asia Minor, the Nissan Institute, the Khalili Research Center, the Chinese Center, the Center for Hebrew and Judaism Studies, the Nizami Ganjavi Center for Azerbaijan, the Caucasus and Central Asia. [11]

At the same time, many researchers of the Faculty of Oriental Studies at the University of Oxford, such as C. Melchert [12], L. Treadwell [13] and P. Wordsworth [14], research Central Asia. In particular, Christopher Melchert studies the spread of Islam in the IX-X centuries,

Islamic law, hadith [15], Luke Treadwell studies the history of Central Asia in the III-VII centuries AD, Islamic numismatics [16], and Paul Wordsworth studies the history of early Islamic archaeology, the Caucasus and Middle Asia. [17]

The University of Cambridge in the United Kingdom is the second oldest university in the country (after Oxford University) and the fourth largest in the world. [18] The so-called "schools" of Cambridge organized the educational and research work of students, masters and researchers. Each "school" is administratively a group (united by directions), consisting of several faculties (a set of departments), research institutes, laboratories, and so on.

The University's School of Humanities and Social Sciences brings together the Faculties of Social and political sciences, Economics, Education, History, History and philosophy of science, Law and the Institute of Criminology. In turn, the Faculty of Humanities, Social and Political Sciences has departments of Archaeology, Social anthropology, Politics and international sciences, Sociology. The Department of Social Anthropology includes the Department of Mongolian and Internal Asian Sciences; The Department of Political Science and International Sciences conducts research and development at the Centers for African, Evolutionary, Gender, American and South Asian Sciences. [19]

In these schools and their faculties, departments and centres, studies of the Central Asian region are carried out in the field of archaeology, ethnography, urban studies, political science, sociology, religion and many other disciplines. Among the aforementioned studies carried out in the Unit of Mongolia and Inner Asian Studies of the Department of Social Anthropology, there are topics related to Central Asia, in particular, Uzbekistan. In particular, the professor of this department Caroline Humphrey conducted anthropological research in Russia, Mongolia, China, India, Nepal and Ukraine. She has researched a wide range of themes, such as Soviet and post-Soviet provincial economy and society; Buryat and Daurian shamanism; Jain religion and rituals; Trade and exchange in Nepal; Environment and pastoral economy in Mongolia; history and contemporary situation of Buddhism in Mongolia. Her recent research focuses on urban transformation in Buryatia, Uzbekistan and Ukraine. [20]

In 2007 the book named "Urban Life in Post-Soviet Central Asia" was published. This book contains a chapter by Caroline Humphrey, 'New Subjects and Situated Interdependence: After Privatisation in the City of Ulan-Ude.' In 2008 her article "Cosmopolitanism and the City: Its Interaction and Coexistence in Bukhara" was published. [21] C. Humphrey in her studies deals with social anthropology and urban problems.

The next research institution is the Department of Politics and International Studies, which studies historical and contemporary political ideology, international relations, various regions of Asia, governance and gender issues. [22] Dr Siddharth Saxena [23], one of the Affiliated Lecturers of the Center for Development Studies, is also the Director of the Cambridge Central Asia Forum at Jesus College, University of Cambridge. His research interests are in the areas of religion and identity, knowledge systems, social and political development and institutional history in Central Asia and the Middle East. He also holds a number of Professorships, Honorary Professorships and Visiting Professorships at Universities in Central Asia. [24]

Since 1996, he has been conducting field research in Central Asia, in particular in the Bukhara oasis and the Fergana Valley. In 2009, in the book "Uzbek Relations with the Countries of the

Gulf Cooperation Council in modern and pre-modern times", an article was published about his study of Uzbekistan. [25]

Prajakti Kalra, another specialist at the Center for Development Studies, is also one of the researchers in Central Asia. In particular, P. Kalra is a specialist for the project "Comprehensive Capacity Building in Eastern Neighbourhood and Central Asia: research integration, impact governance and sustainable communities", as well as a Research Associate with the Cambridge Central Asia Forum. [26]

Another institution that researches Uzbekistan and neighbouring Central Asian countries is the Cambridge Central Asia Forum, an interdisciplinary forum organized by academic professors from the University of Cambridge and located at Jesus College, Cambridge. This forum was founded in 2001 and is closely associated with the Center for Development Studies at the University of Cambridge. The main goal of the forum is to summarize the results of the scientific activities of Cambridge in Central Asia and the Caucasus, as well as to increase the interest of the best interdisciplinary scientists in research in the region. Another important area is the development of bilateral academic relations between Central Asia and the United Kingdom; encourage research in existing sciences, arts, social sciences, engineering and medicine, and encourage new interdisciplinary research in Central Asia and Eurasia. CCAF's management committee is chaired by Professor Lord Robert Mair, and Forum is directed by Dr Siddharth Saxena. [27]

CCAF has conducted and continues to conduct various researches on themes such as Documenting local and traditional environmental knowledge in Central Asia; Models of Eastern Cosmopolitanism: Coexistence in Central Asian Cities; Early and Medieval Madrasa Curriculum in Central Asia; Trade Guilds in Central Asia and Europe; Central Asia and the Arabian Gulf (GCC): Case of Uzbek-Saudi Relations; Social Development in the Shanghai Cooperation Organisation (SCO); Conceptualising Civil Society in Central Asia; Capacity Strengthening and Gender in Central Asia; Central Asia Technological Innovation Initiative. [28]

Each of the research centres established in the UK has its periods of origin and development. According to the sources, in the 1920s, interest in Central Asia began to grow in the United Kingdom. The events that took place in the Central Asian region during this period attracted the attention of the world community, which aroused the interest of researchers in the study of the history, culture, customs and socio-political life of the country. As a result of this strong interest, the largest institution for the study of Asia, Africa and the Middle East in the UK has emerged.

This research institution in the United Kingdom is the School of Oriental and African Studies, the University of London, founded in 1916. [29] This research institution is one of the world's leading organizations for the study of Asia, Africa and the Middle East, and its library is one of the fifteen international research libraries in the UK. [30] Now the school has several centres and institutes that research different regions of the world, one of which is the Centre for Contemporary Central Asia and the Caucasus. [31] The centre currently has a multidisciplinary team of specialists in Central Asia and the Caucasus, more than any other institution in the UK or Europe. In addition to specialists studying contemporary problems in the member states of the former USSR, the centre employs a large group of scientists engaged in archaeology, religious studies, linguistics, pre-and post-BC history of Central Asia and the Caucasus. [32] Currently, the Center is responsible for promoting, coordinating and disseminating information about scientific research in the region of Central Asia and the Caucasus in scientific, governmental,

non-governmental and other circles of interest to the region. This is being done by the specialists of the centre through research, publication of research results, creation of new curricula, a series of seminars and special events.

The Centre for Contemporary Central Asia and the Caucasus currently employs several Central Asian scholars and experts, including Jonathan Goodhand [33], Colette Harris [34], Rachel Harris [35], Peter Mollinga [36] and Scott Newton. [37] Each of these scientists specializes in a specific problem in the region.

In particular, J. Goodhand's research interests include the political economy of aid and conflict, NGOs and peacebuilding and 'post conflict' reconstruction; C. Harris's interests are in the fields of gender and religion, sexualities, (reproductive) health, and community development in Central Asia, East and West Africa; R. Harris's research is centred on China and Central Asia, and especially on the Uyghurs. She focuses on intangible cultural heritage, music and Islam, soundscapes, and state projects of territorialisation; P. Mollinga's research focuses on the relationship between water/natural resources and development. It focuses on agricultural water use (irrigation), and its intensifying interlinkage with urban and industrial water use, with a geographical focus in South Asia and Central Asia. [38]

One of the largest educational and research institutions in the UK is the University of Exeter. There are many research works on Central Asia, especially in Uzbekistan, conducted by researchers from the College of Social Sciences and International Studies and the College of Humanities at the University of Exeter. In particular, John Heathershaw, a professor at the College of Social Sciences and International Studies, addresses post-Soviet conflict, security and development issues in Central Asia. He founded the Exeter Central Asian Studies Network (ExCAS) in 2010 and managed various projects in the network from 2015-2020. In addition, J. Heathershaw was elected to the board of directors of the Central Eurasian Studies Society from 2011-2014. From 2017-2019, he served as Vice-President of the European Society for Central Asian Studies and chaired its biennial conference at the University of Exeter in June 2019. Along with J. Heathershaw of the University of Exeter in the United Kingdom, David Lewis and Catherine Owen have also been involved in research projects in Central Asia, especially in Uzbekistan.

The Exeter Central Asia Research Network (ExCAS) was established in 2010 and now includes as active members around ten doctoral students and alumni, as well as academics, honorary fellows and partners. The group's research focus is on the five Central Asian republics of the former Soviet Union and Afghanistan.

The European Society for Central Asian Studies (ESCAS) researches Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan and neighbouring regions of the Caucasus, as well as Russia, China, Afghanistan and Iran. Its main activity is a biennial conference in one of the European countries or in Central Asia.

In 2004, a new institute was founded at the University of St Andrews in Scotland to study topics ranging from history, language, culture to security issues in the Middle East, Central Asia and the Caucasus. The Institute of Middle East, Central Asia and Caucasus Studies (MEACS), unique in the UK for its geographic remit, is dedicated to preparing a one-year self-contained Masters degree. The programme is aimed for both students and professionals wishing to pursue a doctoral degree related to these geographic areas and for individuals who seek intensive study of

the region. Dr. Sally Cummings, Director of the University School of International Relations said: "The Middle East, Central Asia and the Caucasus have become centers of modern security studies. The region with large oil reserves and intractable problems in the world is attracting great interest from the West. States and societies in the region are being rebuilt, and their directions are being redefined. [39]

Although these regions have important historical, religious and cultural similarities, they also have various differences and contradictions in political and economic development."

CONCLUSION

If you look at the activities of the above institutions and their research specialists, it is clear that also in the 21st century the study of the Central Asian region, in particular, the state of Uzbekistan, remains relevant in the UK. This is due to the fact that in the current information age, Uzbekistan is remaining as one of the most important countries in the world of geopolitics. It should be noted that the favourable geographical position of Central Asia and its various underground and surface resources have attracted the conquerors of the world for millennia. At the same time, Central Asia attracts the attention of many political scientists and diplomats. The largest powers in the world, as in all eras, are trying to establish their sphere of influence in the region.

Today, many foreign experts call international competition for energy resources in Central Asia a new "Great Game", analyzing the course of events that took place hundreds of years ago and are now in full swing. The main feature of the current political situation in the heart of Asia is that the new "Great Game" is not being waged between the colonial powers, as a hundred years ago, but between other actors, primarily the United States, China, Russia, Great Britain and Turkey.

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LAND USE AND LAND COVER CHANGES IN DELHI 1999 AND 2006

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ABSTRACT

In the present scenario, where we do not have planned urbanisation in most parts of India and haphazard growth of urban area is taking place. Due to this land use pattern are changing from green to build-up area which has its own environmental impacts on the health of city. With the help of recent developed technologies like Remote Sensing and Geographical Information System, which give synoptic and continuous temporal coverage of data and facilitate the analysis of that data in better way, we can monitor such type of change and can make better plans for better future. In the present study we compared the satellite images (LANDSAT TM) of two time periods with help of GIS to get the pattern of change in land use in Delhi from 1999 to 2006. Are under agriculture and barren land decreased from 1999 to 2006 and area under forest, water bodies, and build-up has increased during the same period.

KEYWORDS: Land use, Remote Sensing, GIS, Urban Growth, and Planning.

INTRODUCTION

Spatially continuous digital databases on land cover and other important biophysical attributes (soils, elevation, topography, etc.) have become increasingly available via websites and data portals. Coupled with advances in computer technology, including processing speed, data capacity, software development (e.g., geographic information systems and statistical programs), and distributed network capabilities, this availability now makes it possible to conduct environmental assessments at multiple scales over relatively large geographic.

Furthermore, the spatial information from surface water bodies, land cover, built up area, forest area, agriculture area and barren land, urbanisation and other high temporal land use practices using satellite remote sensing data can provide a reliable database in timely manner. Timely and accurate information on natural resources is a prerequisite to their optimal utilization and effective management, particularly of remote and inaccessible areas. There is a need to obtain reliable data on vegetation resources at regional and micro-levels, which would help in planning forest management strategies for sustained yield and would benefit the society. Land cover is the overall effect produced by abundance or scarcity or even diversity of the plant life. Hence, it is essential to assess the vegetation cover and understand the reason for the decrease in vegetation cover in urban area. The recent researches show that the overwhelming population pressure, in

1999-2006 what was the situation of vegetation cover as nature part among the populace and built up area.

DEFINITION OF TERMS

- **Remote sensing:**

Can be defined as any process whereby information is gathered about an object, area or phenomenon without being in contact with it. Given this rather general definition, the term has come to be associated more specifically with the gauging of interactions between earth surface materials and electromagnetic energy.

- **Geographic Information system:**

A computer assisted system for the acquisition, storage, analysis and display of geographic data.

- **Land use:** This is the manner in which human beings employ the land and its resources.

- **Land cover:** Implies the physical or natural state of the Earth's surface.

CAUSES AND CONSEQUENCES:

Changes in land use and land cover date to prehistory and are the direct and indirect consequence of human actions to secure essential resources. This may first have occurred with the burning of areas to enhance the availability of wild game and accelerated dramatically with the birth of agriculture, resulting in the extensive clearing (deforestation) and management of Earth's terrestrial surface that continues today. More recently, industrialization has encouraged the concentration of human populations within urban areas (urbanization) and the depopulation of rural areas, accompanied by the intensification of agriculture in the most productive lands and the abandonment of marginal lands. All of these causes and their consequences are observable simultaneously around the world today.

* **Biodiversity loss:** When land is transformed from a primary forest to a farm, the loss of forest species within deforested areas is immediate and complete. Even when unaccompanied by apparent changes in land cover, similar effects are observed whenever relatively undisturbed lands are transformed to more intensive uses, including livestock grazing, selective tree harvest and even fire prevention. The habitat suitability of forests and other ecosystems surrounding those under intensive use are also impacted by the fragmenting of existing habitat into smaller pieces (habitat fragmentation), which exposes forest edges to external influences and decreases core habitat area.

* **Climate Change:** Land use and land cover can increase or decreasing in release of carbon dioxide to the atmosphere by disturbance of terrestrial soils and vegetation, and the major driver of this change is deforestation, especially when followed by agriculture, which causes the further release of soil carbon in response to disturbance by tillage. Changes in land use and land cover are also behind major changes in terrestrial emissions of other greenhouse gases, especially methane (altered surface hydrology: wetland drainage and rice paddies; cattle grazing), and nitrous oxide (agriculture: input of inorganic nitrogen fertilizers; irrigation; cultivation of nitrogen fixing plants; biomass combustion).

* **Pollution:** Changes in land use and land cover are important drivers of water, soil and air pollution. Perhaps the oldest of these is land clearing for agriculture and the harvest of trees and

other biomass. Vegetation removal leaves soils vulnerable to massive increases in soil erosion by wind and water, especially on steep terrain, and when accompanied by fire, also releases pollutants to the atmosphere. This not only degrades soil fertility over time, reducing the suitability of land for future agricultural use, but also releases huge quantities of phosphorus, nitrogen, and sediments to streams and other aquatic ecosystems, causing a variety of negative impacts (increased sedimentation, turbidity, eutrophication and coastal hypoxia). Mining can produce even greater impacts, including pollution by toxic metals exposed in the process.

STUDY AREA

The study area covers the administrative boundary of Delhi. It lies between the latitudinal parallels of 28° 40 N and 28° 67 and the longitudinal parallels of 77° 17 E and 77° 22 E .with an area of 1483sq.km, it corresponds to a typical patch of the tropical region completely engrossed with residential commercial and urban centers .Its South-north length is approximately 54 km and East –west distance is 51 km. The climate is classified as continental because of its distance from the sea with temperature range varying from 45 C in summers to 4 C in winters; rains are spread throughout the year (Milap, et al 2010) [1].

LITERATURE REVIEW

Land use affects land cover and changes in land cover affect land use. A change in either however is not necessarily the product of the other. Changes in land cover by land use do not necessarily imply degradation of the land. However, many shifting land use patterns driven by a variety of social causes, result in land cover changes that affects biodiversity, water and radiation budgets, trace gas emissions and other processes that come together to affect climate and biosphere (Riebsame, Meyer, and Turner, 1994) [2].

According to Meyer, 1999 every parcel of land on the Earth's surface is unique in the cover it possesses. Land use and land cover are distinct yet closely linked characteristics of the Earth's surface. The use to which we put land could be grazing, agriculture, urban development, logging, and mining among many others. While land cover categories could be cropland, forest, wetland, pasture, roads, urban areas among others. The term land cover originally referred to the kind and state of vegetation, such as forest or grass cover but it has broadened in subsequent usage to include other things such as human structures, soil type, biodiversity, surface and ground water.

Macleod and Congation (1998) [3] list four aspects of change detection which are important when monitoring natural resources:

1. Detecting the changes that have occurred.
2. Identifying the nature of the change.
3. Measuring the area extent of the change.
4. Assessing the spatial pattern of the change.

The basis of using remote sensing data for change detection is that changes in land cover result in changes in radiance values which can be remotely sensed. Techniques to perform change detection with satellite imagery have become numerous as a result of increasing versatility in manipulating digital data and increasing computer power.

Mahajan (2006) [4] studied Spatial characteristics of vegetation cover based on remote sensing and geographical information system (GIS),In fact the pattern of vegetation distribution on

ground is always associated with particular topographic features. The images were acquired in December 1989 and December 1990. This exercise demonstrated the control of elevation (altitude), relief and drainage on the spatial distribution of vegetation cover. The biotic factors are also responsible for the spatial distribution of vegetation. The vegetation of this area is mixed dry deciduous with few moist deciduous elements. The interpretation of satellite images resulted into five vegetation classes and GIS analysis indicates that the very dense forest was mostly confined to interfluvial areas at variable relative relief, but particularly at higher elevation i.e. 400 and 800 m ASL. Open forests were found to be associated with settlements and agricultural fields. The sparse vegetation was common on interfluvial areas and along gullies at high elevation. These results were strongly supported by ground surveys at selected locations.

Sakthivel, et al. (2010) [5] studied Remote sensing and GIS based forest cover change detection study in Kalrayan hills, Tamil Nadu, focuses on the role of remote sensing and geographic information system (GIS) in assessment of changes in forest cover, between 1931 and 2001, in the Kalrayan hills, Tamil Nadu. The trend of forest cover changes over the time span of 70 years was precisely analysed using high resolution Satellite data. The study revealed that the forest cover was 275.6, 481.7 and 266.5 sq.km in 1931, 1971 and 2001 respectively. It was noticed that forest cover has increased between 1931 and 1971, because of the implementation of various forestation schemes by the forest department and sacred groves. It also revealed that the forest cover loss between 1971 and 2001 could be due to Shifting cultivation and illegal encroachments by villagers; and the forest cover drastically decreased on plateau areas due to human population pressure. The study analyses the forest cover change in the tropical deciduous forest region of the Eastern Ghats of India. It is envisaged that the study would prove the usefulness of Remote Sensing and GIS in forest restoration planning.

OBJECTIVE

Urbanization is characterized by rural to urban land conversion. Urban planners and policy-makers desire scientifically based assessments on the short and long-term effects of these rural to urban land conversion activities.

- To study the land use/ land cover in Delhi in 1999 and 2006.
- To determine the trend and, rate calculating how much land cover change in Delhi in 1999 and 2006.

DATA SOURCE

For the study, LANDSAT satellite images of Delhi State were acquired for TWO years for 1999 and 2006.

TABLE1- DATA SOURCE

S/N	DATA TYPE	Acquired Date	Spatial Resolution	SOURCE
1.	LANDSAT image	1999 Dec	30m TM	GLCF
2.	LANDSAT image	2006 May	30m TM	GLCF

METHODOLOGY

Satellite remote sensing and Geographic Information System (GIS) are widely applied in identifying and analyzing Land use and Land cover change over several periods (Weng 2002)

[6]. Satellite remote sensing provides multi-spectral and multi-temporal data that can be used to quantify the type, amount and location of land use change. On the other hand, GIS provides a flexible analysis for displaying, storing and analyzing digital data necessary for change detection. In fact the methodologies used in this study are as follow:

Supervised Classification:

With supervised classification, we identify examples of the Information classes (i.e., land cover type) of interest in the image. These are called "training sites". The image processing software system is then used to develop a statistical characterization of the reflectance for each information class. This stage is often called "signature analysis" and may involve developing a characterization as simple as the mean or the range of reflectance on each band, or as complex as detailed analyses of the mean, variances and covariance over all bands.

One main methods of data analysis were adopted in this study. Calculation of the Area in hectares of the resulting land use/land cover types for each study year and subsequently comparing the results. This method used for identifying change in the land use types (vegetation cover and built up area). Therefore, they have been combined in this study and the comparison of the land cover (vegetation cover) statistics assisted in identifying the percentage change, trend and rate of change between 1999 and 2006.

Growth Rates:

The percent change from one period to another is calculated from the formula:

$$PR = \frac{(V_{Present} - V_{Past})}{V_{Past}} \times 100$$

$V_{Present}$ = PR = Percent Rate
 V_{Past} = Past or Present Value Present or Future Value

OUTPUTS AND ANALYSIS

In the present study, land use/ land cover is categorised into five classes which are following: Agriculture, Forest, Water Bodies, Barren land and Build-up area. Table 2 is showing the area under different categories for year 1999 and 2006. Map 1 and 2 are showing the spatial distribution of different categories over the Delhi for 1999 and 2006 respectively.

TABLE 2 LAND USE/LAND COVER AREA IN DELHI 1999-2006					
Classes	2006 in %	1999 in %	2006 in sqkm	1999 in sqkm	Growth rate %
Agriculture	21.40	35.90	317.35	532.39	-40.39
Forest	23.91	17.53	354.59	259.95	36.40
Barren	23.66	24.20	350.88	358.89	-2.23
Water Bodies	1.40	0.97	20.72	14.35	44.40
Buildup Area	29.63	21.40	439.47	317.42	38.45
Total	100.00	100.00	1483.00	1483.00	

From table 2, there seems to be a negative change i.e. a reduction in agriculture land from 35.8% in 1999 to 21.3% in 2006. This may be related to amount of urbanization in Delhi that changed

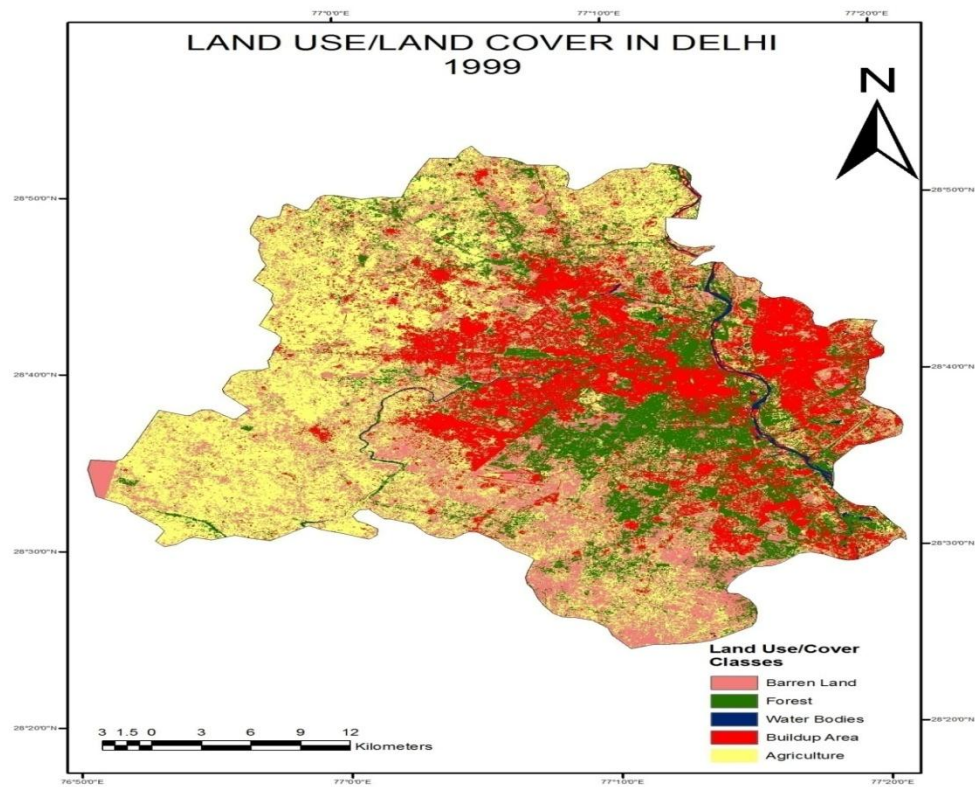
in the economic base of the city made the state capital and growth rate showing -40.3% changes from 1999 and 2006. Another cause for this change may be the difference of session in which satellite image is acquired. If it is acquired in Rabi season than at that time there are crops in the field. So this area will come under the agriculture part in satellite image. Our 2006 image is belonging to May. In the month of May there is Jayad season in India so in the field there is lesser crop cover. In this case barren field may be categorised as Barren land Category.

Subsequently, built-up land increased by 21.4% in 1999 to 29.63% in 2006 that also growth rate showing 38.4% increase in this category (Table2 and Map 1 &2). Delhi is highly dens populous city. Demands for the housing and other infrastructure are ever increasing. Expansion of build-up area may be at the cost of decreasing agriculture land or shrinking barren land or on the both.

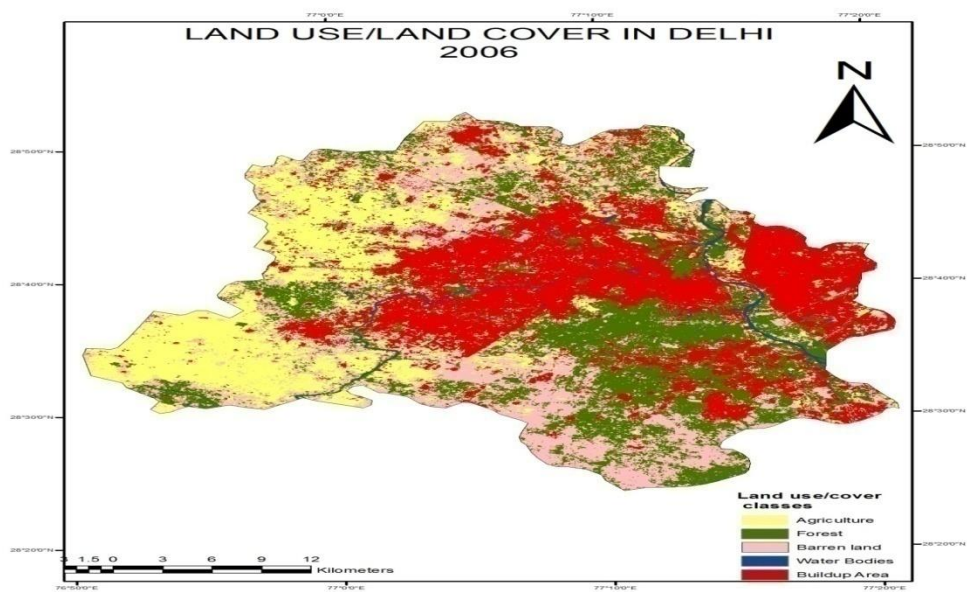
Forest cover was 17.53 % in 1999. It increased with the growth rate of 36.40% from 1999 to 2006 and become 23.91% in 2006. This increase may be due to different season of the images or may be due to some other causes. As we earlier discussed that image of 2006 belongs to month of May and image of 1999 belongs to December, so in the month of May we have little rainfall over Delhi area, due to which barren land may have some recent vegetation cover, which may be categorised as forest cover. This may contribute to the increase in forest cover.

Barren land decreased during this time period. In 1999 it was 24.20% and in 2006 it became 23.66%. It is showing the negative growth rate of -2.23. It may be due to increase in the build-up area or increase in forest area.

Water bodies increased with the growth rate of 44.40% from 1999 to 2006. It is smallest category among the above categories. It increased from 0.97% in 1999 to 1.40 % in 2006. Second image belongs to rainy season in India so there may more water mass in the water bodies.



MAP 1. Land use & Land cover in Delhi 1999.



MAP 2. Land use & Land cover in Delhi 2006.

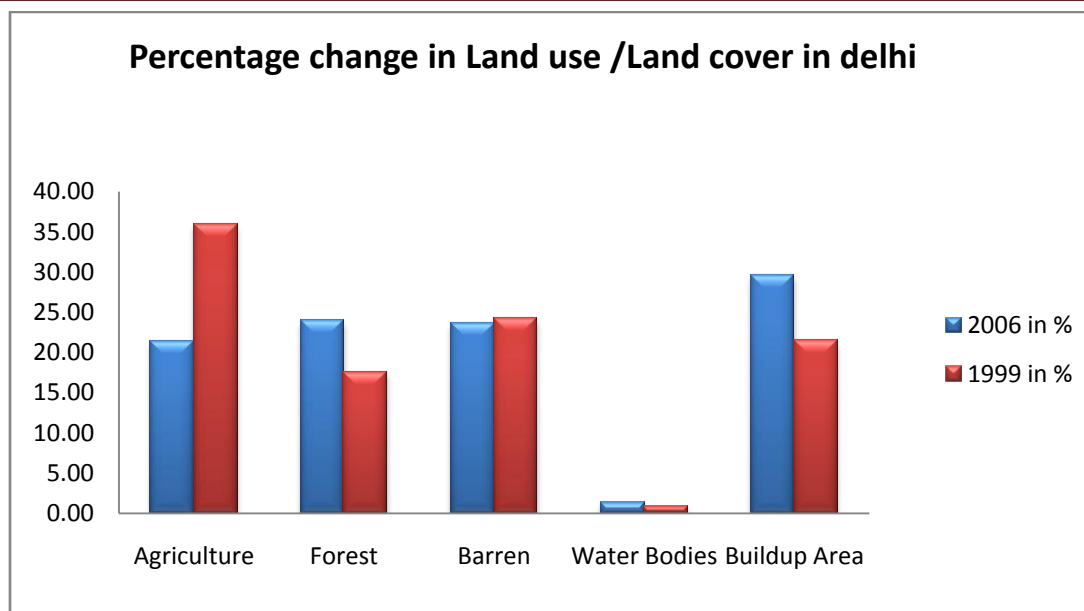


Figure 1-Trend of Land use and Land cover in Delhi 1999-2006.

CONCLUSION

In 1999 agriculture had largest area and water bodies had the minimum area. But in 2006 build-up area acquired the maximum area and water bodies acquired minimum area like the 1999. We can see that there are two categories which shrank in the given time span. Agriculture area and barren land are two categories which decreased from 1999 to 2006. However other three categories i.e. forest, water bodies, and build up area increased. Water bodies with the build-up area is showing highest growth rate.

LIMITATION(S) IN THE STUDY

There was a major limitation as a result of spatial resolution of the images. These both have a spatial resolution of 30 meters. Although there were two limitations during the classification, first, some part of image was cloudy, and second due to acquired season of image.

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THE ROLE AND SIGNIFICANCE OF VOLUNTEERS IN THE PROCESS OF FORMATION OF ECOLOGICAL CULTURE

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ABSTRACT

The aim of the research is to study some aspects of the effective formation and development of the ecological culture of the students in the republic of Dagestan as well as to analyze the influence of the pedagogical potential of social volunteering on the formation of the socio-ecological culture of youth. Discussion. Many current socio-ecological problems, specific to Dagestan and many other regions of Russia, are of great interest and concern to modern youth. Student youth (aged 14-25 years) in Dagestan make up about 28% of the total population of the republic. Purposeful and systematic work with young people in order to form the right socio-ecological views and ideas, develop self-motivation and readiness to engage in specific environmental activities for the benefit of the society seems to us an extremely important direction of the educational process. Environmentally oriented volunteer activity of young people has a high potential for solving the problems indicated in the study. Conclusion. In recent years, the Republic of Dagestan has seen a steady growth in the number of young citizens and organizations involved in volunteerism, thus the scope of volunteer programs and projects is expanding. And one of the most important and effective areas, both in terms of the number of events and the scope and involvement of young people, is the environmentally oriented volunteer activity of young people.

KEYWORDS: *Ecological Culture, Social And Ecological Education, Volunteer Activity, Volunteering, Social Activity, Youth Policy, Motivation. For Citation: Abdurazakova A.I., Aygubov L.S., K*

INTRODUCTION

The development of nature in the process of economic activity and in order to achieve their economic interests by society without taking into account the laws that operate in biosphere, invariably leads to disruption ecological harmony in the system "nature– man – society" and the degradation of the natural environment surrounding man. In this communications, the challenge of maintaining a livable future is more acute than ever. Generations of the environment, which in turn implies a fundamental change and reassessment of people's values, their worldview, the formation of a new ecological culture. [1]

Modern man is formed under the influence of a huge number of factors (family, school, TV, Internet, friends, social circle). In order to form a person with the necessary for society stereotypes and the corresponding level ecological culture, it is necessary to involve huge resources that no one has one organization, but such can be volunteers. In our opinion, ecological culture should occupy a central place in the upbringing of a new generation with through the formation of a personality or its individual qualities in accordance with the ideal that society sets for us. That's why Volunteers play an important role in shaping the ecological culture of the population. There is currently controversy about the need and role of volunteers. In the formation of ecological culture: [2]

First, general anxiety sounds on various international forums where the position develops "think globally" is embodied in specific cases in the field of formation environmental culture - the idea is being implemented "act locally", but at the same time some ideas and actions cause public outrage, as a result of which it is necessary suspend or stop altogether its activities.

Secondly, government structures, creative teams and individual enthusiasts create programs for environmental education and upbringing of a person (society), but the implementation of these ideas and programs is poorly delivered.

Thirdly, society understands that there is a need for volunteers, including and in the formation of ecological culture, but there is no support for volunteers to implement their ideas.

Fourth, there is dual human interaction nature. On the one hand, a person influences to nature to satisfy those or their other needs. And on the other hand nature already changed from human actions affect the person that limits satisfaction his new needs [3].

Due to these contradictions the main principles for the formation of ecological culture were developed:

- taking into account the interests of not only present, but also future generations;
- Approach to problem solving ecological culture as an integral part environmental policy of the city, country and etc.;
- taking into account features like regional and national, including natural conditions, ecological situation, cultural, historical and religious traditions;
- Support and coordination the efforts of public associations, enterprises, organizations, legal, and most importantly, and individuals interested in solving environmental problems in order to form ecological culture in humans (societies);
- use of basic public policy provisions in environmental protection and ensure environmental security; [4]

DISCUSSION

Student Social Volunteering and Ecological Culture of Youth Creating a New Relationship man to nature is a task not only socio-ecological and technical, but and moral. She comes from the need to educate environmental culture, to form a new "correct "relationship with nature based on inseparable connection of society (individual) with nature .Of course, the problems of sustainable development are closely related to the introduction of nanotechnologies into environmental protection, but a lot in solving social and environmental problems also depends on the measure responsibility of a person to these problems, the degree of his ecological culture, from the so-

called anthropogenic factor in general. Due to the fact that in our research focuses on issues of formation of ecological culture, it seems necessary briefly mention the essence of environmental culture. Under ecological culture understand the ability of people enjoy your environmental knowledge and skills in practical activities. Also under the ecological culture means personal human responsibility for environment, his own activity, behavior and conscious limitation of material needs. [5]

The essence of ecological culture, according to B.T. Likhachev, can be considered as an organic unity of ecologically developed consciousness, emotional and mental states, and scientifically substantiated volitional utilitarian-practical activity [6]. Ecological consciousness -is an understanding of the importance and necessity conservation, awareness of the consequences carelessness towards nature. Except In addition, environmental consciousness is the understanding that a person is responsible both for the conservation of flora and fauna, and for the preservation of all life on earth. However, ecological knowledge does not guarantee the existence of an ecological culture, so it is necessary to develop emotional spheres of personality and culture of feelings. For example, the extermination of animals for tailoring fur coats(photos and videos of waste animals) aroused pity of people for them, as a result, the demand for fur coats from natural fur and rose to artificial fur. But ecological emotions are individual; their manifestation is a necessary prerequisite for the implementation of positive activities in the natural environment and the formation of environmental beliefs. [7]

In our study, we clearly We take the position that the decision many environmental socio-ecological problems significant assistance can provide voluntary social significant activities of student youth RD. Volunteering is a wide range interests in many areas vital activity. Main function volunteer is helping those who are in it needs the most. Volunteers helping other people by getting while great fun, new acquaintances, skills and knowledge. They have develops a sense of self-confidence communication skills, ability to work team, as well as responsibility for their actions and activities, the ability to find solution of any issues, even the most complex. [8]The main components volunteering are the generosity of the soul and ability to empathize. Mostly volunteers are people professionals. Most often they are young people full of strength and ideas how to change the world to the best, interest in the world around, with need for communication, creativity intentions. Research has shown that one of the most important causes of the crisis nature is the low level of ecological culture of the population, the lack of awareness of the consequences of their actions on an ecological scale, and lack of a stable value attitude to the natural environment. [9] The team of volunteers is a team of like-minded people. They may belong to different social strata, have different interests, but they are united single goal. They feel united society that can influence the world around. Given that under the process formation of ecological culture we understand growth, formation, implementation inhuman activity (society)personal qualities, characteristics, knowledge and skills that will ensure environmental security, active transformation the inner world of the individual, which will help her safe and creative self-actualization in any field of activity, volunteering is, in our opinion, one of the main components that help form ecological culture of the population. [10]

CONCLUSION

The practice of organizing and conducting interactive forms of lectures and seminars on the course "Social Ecology", extracurricular activities of a socio-ecological nature shows that the

measures we are taking are largely degrees contribute to the increase and stimulation of educational and cognitive activity of students, the formation of their ecological culture.

In our opinion, for the effective formation of an ecological culture, it is necessary to create such conditions that Volunteers feel involved in solving environmental problems. The results of the experimental study made it possible to make the following conclusions:

1. Pedagogically thoughtful system of involvement of bachelors of social work in socially significant volunteer activities with environmental content can be an effective factor formation of their ecological culture.
2. The results of the study indicate that there is a close the relationship between the level of environmental culture of young students and the level of their involvement in volunteer activities.
3. A quantitative assessment of the results of the study shows that the number of students with high and average level of ecological culture and decreased from a low level

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THE STRUGGLE BETWEEN OBSOLESCENCE AND NOVELTY IN WILLIAM FAULKNER'S "ROSE FOR EMILY" (ON THE EXAMPLE OF NORTH AND SOUTH TRADITIONS)

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ABSTRACT

In his story, William Faulkner tries to masterfully portray the period of the Civil War and the post-war events that took place in the southern states of America. This article provides an artistic analysis of the reflection of the struggle between North and South through the depiction of characters and episodes of the story.

KEYWORDS: *Symbol, The South, Obsolescence And The Novelty, New Society, Traditions Of The Past, The South's Past, Contradictions Between North And South, Figurative, An Allegorical Title, A Sacred Concept*

INTRODUCTION

In his story "Rose for Emily", Faulkner describes the struggle between the old and new regimes of the South. The story was published in 1930, and the events in it took place in Mississippi, a South that was experiencing change at that time. The story begins with the death of Miss Emily, and here the writer likens her to a "fallen goddess." This description is also a clear indication that Miss Emily is a symbol of the South's past. Even in later episodes of the story, the past of the South is always reminded of the reader. For example:

And now Miss Emily had gone to join the representatives of those august names where they lay in the cedar-bemused cemetery among the ranked and anonymous graves of Union and Confederate soldiers who fell at the battle of Jefferson [1, p119].

In the example above, the author points out that the last representative of the old society was also sent to those who fought for the traditions and way of life of the South, which indicates the beginning of a new era. The next sentence in the story sounds like a continuation of the same current thought:

Alive, Miss Emily had been a tradition, a duty, and a care;....[1, p.119].

From almost every line of the story one can see the contrasts between the obsolescence and the novelty:

When the next generation, with its more modern ideas, became mayors and aldermen, this arrangement created some little dissatisfaction [1, p.120].

As can be seen from the passage above, the city is now ruled by the people of the new era. They live in a new society, based on new procedures. However, there are still stubborn people who are stuck in their shells, unwilling to accept the news, firmly attached to the events and traditions of the past. This is clearly seen from the conversation of the employees of the city municipality with Miss Emily:

Her voice was dry and cold. "I have no taxes in Jefferson. Colonel Sartoris explained it to me. Perhaps one of you can gain access to the city records and satisfy yourselves."

—"But we have. We are the city authorities, Miss Emily. Didn't you get a notice from the sheriff, signed by him?"

—"I received a paper, yes," Miss Emily said. "Perhaps he considers himself the sheriff ... I have no taxes in Jefferson."

—"But there is nothing on the books to show that, you see. We must go by the..."

—"See Colonel Sartoris. I have no taxes in Jefferson."

"See Colonel Sartoris." (Colonel Sartoris had been dead almost ten years.)[1, p.121].

In the story, Colonel Sartoris is a symbol of the South's past lifestyle, rules, society, and traditions. At the end of the dialogue, the writer notes as a reminder to readers that it has been at least a decade since these rules and regulations were abolished. However, people like Miss Emily, who still did not want to admit defeat in the war from the North, and who did not give up the old traditions of the South, continued to ignore the outdated rules of the past. Although, Miss Emily is well aware that it has been years since Colonel Sartoris died, Miss Emily is urging city officials to contact him.

The contradictions between North and South are reflected as a major issue from the beginning to the end of the story. In the story, Miss Emily, a stubborn, old-fashioned supporter of the South, is confronted with a new society, as well as a yankee from the North, Homer Barron. [2] The fact that the southerners ignored and hated the northerners at that time can also be seen from the content of some passages. For example:

..."Of course a Grierson would not think seriously of a Northerner, a day laborer" [1, p.124].

The main idea of the story is that, Emily Grierson can't accept the news and her inability to adapt to change. [3] Miss Emily, left with her old views in the past, living in her own fantasy world, did not want to admit the changes:

—"But we have. We are the city authorities, Miss Emily. Didn't you get a notice from the sheriff, signed by him?"

—"I received a paper, yes," Miss Emily said. "Perhaps he considers himself the sheriff ... I have no taxes in Jefferson" [1, p.121].

As can be seen from the passage, Ms. Emily even demonstrates that she does not recognize the law enforcement officer - the sheriff, and at the same time ignores the representatives from the city municipality. She also refuses to pay taxes in defiance of the laws of the new society. [4]

However, it would be wrong to say that Faulkner completely rejected the old views. As the name of the work suggests, the writer is in a sense bowing to Emily Grierson, who remained faithful to the traditions of the South and did not give up his views and beliefs. The author points out that

the name of the story is figurative. "The title was an allegorical title; the meaning was, here was a woman who has had a tragedy, an irrevocable tragedy and nothing could be done about it, and I pitied her and this was a salute ... to a woman you would hand a rose". [5]

Miss Emily's tragedy was greater than the tragedy of the individual - the tragedy of society. The beliefs and traditions she practices have been a way of life formed in the southern American states for centuries, and the complex process of abandoning such views, infused with ancestral teachings and upbringing, is inevitable. [6]

Her stubbornness in not giving the body to people for a few days after his father's death is also somewhat figurative, describing his inability to break away from the old traditions in the image of the father:

She did that for three days, with the ministers calling on her, and the doctors, trying to persuade her to let them dispose of the body. Just as they were about to resort to law and force, she broke down, and they buried her father quickly [1, p.123-124].

But the rules of the new society, the spiritual life, were not in a state of praise either. [7] While the image of Homer Barron depicts the spiritual life of the northerners, in several places the work depicts his lack of passion for traditions and beliefs:

When she had first begun to be seen with Homer Barron, we had said, "She will marry him." Then we said, "She will persuade him yet," because Homer himself had remarked he liked men, and it was known that he drank with the younger men in the Elks 'Club that he was not a marrying man [1, p.126].

The passage shows that for Homer Barron, unlike Emily Grierson, family is not a sacred concept. Although there was a feeling of love between Homer and Emily, their mere meetings were not an acceptable option for Emily. [8] This is mainly because; the customs of the South did not allow it. Despite the construction of a new society, the elders were still adherents of old traditions and customs:

...older people, who said that even grief could not cause a real lady to forget noblesse oblige without calling it noblesse oblige, ...[1, p.124-125].

They thought that the issue of Miss Emily's dignity should be above all else. [9] With the beginning of a new era, the spiritual and moral rules of the South were the mainstays of society:

... some of the ladies began to say that it was a disgrace to the town and a bad example to the young people[1, p.126].

This process was also known to Emily. That is why he takes the issue of marriage seriously:

... that Miss Emily had been to the jeweler's and ordered a man's toilet set in silver, with the letters H. B. on each piece. Two days later we learned that she had bought a complete outfit of men's clothing, including a nightshirt...[1, p.127].

In conclusion, William Faulkner always reminds the reader of the past of the South in this story, that is, in the words of the author, the protagonist of this story is the image of a woman loyal to the beliefs and traditions formed over the centuries in the southern states of America. [10] The rejection of any renewal in society brought about by the northerners after the Civil War was a social tragedy in the image of this heroic woman.

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DEVELOPMENT OF PROFESSIONAL COMPETENCE OF TEACHERS: COACHING APPROACH

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ABSTRACT

The article deals with the issues of using the coaching approach in two aspects: in the pedagogical activity of a teacher and in the managerial activity of the head of an educational organization; reveals the features of coaching as a pedagogical technology and the specific features of coaching as a universal management technology.

KEYWORDS: *Coaching; Coaching Approach; Pedagogical Technology; Independent Activity; Coaching Arrow; Strong Questions.*

INTRODUCTION

The rapid development of technologies, which determines the needs of various sectors of the economy and the labor market, determines the order of the modern education system - the formation of certain competencies in a child that should be inherent in tomorrow's adult. The totality of such competencies and personality traits is quite widely represented in modern legal documents and scientific literature. This is the ability for self-determination and self-education, readiness for communication and constant interaction, these are universal learning activities and cognitive skills. But the most important property of such a person is the readiness to live in tomorrow's world: a world about which little is known today. Such a specific order dictates the need for the formation and development in children not only of specific personal competencies, but also the development of the so-called "independent activity" of the individual (A.G. Asmolov). This is a fundamentally new pedagogical position, which does not define a list of competencies in a fixed, present tense, but lays down an integral approach that determines a person's abilities in the future. This position determines the fundamental changes that must occur today with the teacher: his personal and professional characteristics, pedagogical practices and techniques that he selects for pedagogical action, but, most importantly, with his professional and human position. [1]

The technology of coaching, which is rapidly gaining popularity in modern business, is now just as universal in pedagogy. This is important for the development of independent activity in the child in the sense that is broadcast today in modern scientific domestic literature. [2]

The first references to the term "coaching" date back to the 1830s. The widespread use of this concept dates back to the middle of the 20th century, when in the works of the American sports

psychologist Timothy Galvey a method was described that promotes the most effective psychological preparation of an athlete. But the most active development of coaching was in the 1970 y. thanks to the work of Thomas Leonard, who first codified the industry. Coaching (from English coaching - training, training) is a complex technology that includes techniques and methods that contribute to setting and achieving goals. [3]

In the context of education, the most appropriate definition of coaching is to unlock the potential of a person in order to increase its effectiveness. The peculiarity of the coaching approach in education lies in the fact that the interaction between the teacher-coach and the student is extremely individualized, focused on a particular student and, therefore, allows to achieve the maximum effect. [3]

An important distinguishing feature of the coaching approach is that the teacher-coach acts not as a consultant giving advice, but as an escort, "inspirer" in the search for solutions to educational problems.

The article presents the possibilities of using the coaching approach for various groups of participants in the educational process. [4]

It includes support for schools with poor educational outcomes and operating in difficult social conditions. Naturally, approaches based not on a directive, but on a partner, supportive position turn out to be especially effective for such schools. It is worth noting here that the coaching approach was broadcast in partner schools from two positions: [5]

- 1) Coaching for teachers as an educational technology;
- 2) Coaching for directors as a management technology. In the process of training, teachers and leaders mastered special coaching techniques - partnership, deep listening method, strong questions, life balance wheel, satisfaction scale, pyramid of logical levels, time line, etc.

These methodological techniques contribute to the professional and personal growth of teachers, the expansion of their specialized tools. [6]

However, along with the development of individual coaching techniques the most important is the task of adopting the so-called "coach position". This term was coined by renowned business coach and practicing coach Milton Erickson. An important feature of adopting the "position of the coach" is the observance of several principles:

1. Empathic acceptance of the student for who he is.
2. Setting the opportunity for learning and development of students: change and development are not only possible, but inevitable.
3. The belief that each student has all the necessary resources for change.
4. The ability to see a good beginning in a student and treat him as a full-fledged, intelligent, strong, capable, skillful and talented.
5. Understanding that the basis of any action of the student is a positive intention.

Individual coaching sessions are a separate tool for supporting teachers and school leaders participating in the project. They can be aimed at clarifying personal goals, finding ways to solve urgent problems, developing personal and professional competencies, and implementing

professional plans. The consultation, built according to a certain algorithm, helps the teacher (supervisor) to build an individual route in order to develop his professional potential. [7]

An important feature of a coaching session is its manufacturability. The required components are:

- Creation of trusting relationships;
- Goal setting;
- Formulation of the final result;
- Creation of new experience through the disclosure of opportunities and resources;
- identifying the first steps for change;
- summarizing;
- An expression of gratitude for co-creation.

In the professional language of coaches, the described phasing is called the “coaching arrow”.

A conversation in a coaching session is built using sequential questions. It is worth noting here that the ability to ask so-called “powerful questions” is one of the most important competencies of a coach, as well as one of the main tools of the coaching approach. [8]

Let us dwell separately on the concept of "strong questions". In some pedagogical technologies, similar concepts are used - “open questions”, “thick questions”. As a rule, in pedagogical terminology, these are questions that do not have an unambiguous answer, which contribute to independent thinking and reasoning of the student. Such questions contribute to the very “independent activity” that Academician A. G. Asmolov speaks of. In coaching, the concept of "strong questions" has a distinctive coloring. It is expressed in the fact that a strong question should lead, push a person to independently search for a solution to his request in the most effective way. The most powerful question is one that allows a person not only to see the solution, but also to take responsibility for it. [9]

Feedback from teachers and leaders working in schools with low educational outcomes indicates that coaching tools (especially the ability to ask powerful questions) are especially effective in working with unmotivated children, with students at risk. [10]

In this project, special attention was paid to working with subject teachers on the use of a coaching approach in lesson activities to increase the effectiveness of studying subject content.

A promising direction, which is planned to be developed in the near future, is the individual development and support of gifted children. In this sense, coaching is a universal technology that is equally effective for all categories of children. In addition to all of the above, the specialists of the Coaching Center are actively implementing the coaching approach as part of advanced training courses for teachers and school leaders, in professional retraining programs. The value of coaching is obvious not only for the professional development of teachers, but also for their individual and personal growth, as well as for the prevention of professional burnout. [11]

The adoption of a coaching position by a teacher opens up new opportunities for the implementation of a humanistic approach in education, contributes to a profound transformation of attitudes towards students and the learning process. [12]

Our first attempts to introduce coaching into the practice of the educational field arouse both interest and resistance, questions. How can you give more freedom to the student in planning learning objectives, desired results, if everything is already set by the program and mandatory standards? This is a traditional pedagogical position that applies not only to coaching, but also to the implementation of modern education. [13]

If there is a desire and readiness to apply the coaching approach in pedagogical activity, then for its systematic implementation, the support of like-minded people, especially management, is required. [14]

Only with the introduction of innovative educational approaches will the teacher cope with the difficult task of preparing the child for an uncertain future. "Active independence", brought up on strong questions, the ability to independently define, name and achieve goals, on confidence and responsibility for these goals, will allow our children to take place in the adult future. [15]

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THE DEVELOPMENT OF COGNITIVE INTERESTS IN OLDER PRESCHOOLERS IN THE PROCESS OF GETTING ACQUAINTED WITH NATURE

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ABSTRACT

The article describes the development of cognitive interest among preschoolers in the process of familiarization with nature. In the process of cognitive research activity, we teach children to think, formulate and defend their opinion, generalize the results of experiments, build hypotheses and test them. By organizing the environmentally oriented activities of children of the seventh year of life, it is important for us educators to provide conditions for the accumulation of personal experience of preschool children in their interaction with nature. Determine the interests and preferences of children and, based on them, select didactic materials, illustrations, literature, visual aids, tools and equipment that meet children's needs.

KEYWORDS: Ecology, Cognitive Development, Preschoolers.

INTRODUCTION

The importance and timeliness of the development of cognitive interests in preschool age is beyond doubt. The orientation of the last years of the pedagogical process of a preschool educational institution towards the assimilation of a large amount of knowledge is unproductive. On the one hand, information in the modern world is rapidly updated and increased, so it becomes impossible to teach all knowledge and even its basics. On the other hand, the psychological and physiological characteristics of preschool children are limited in this sense; understanding and assimilation of many things, phenomena and events comes with experience. [1]

The knowledge of nature by children is the perception of various, bright objects and phenomena of the world of animals, plants, inanimate nature, saturated with joyful impressions, practical experimentation with them. It is at the stage of preschool childhood that the child receives emotional impressions of nature. Nature leaves a deep imprint in the soul of the child, influencing his feelings with its brightness, diversity. Children for the first time perceive nature, are drawn to it, it excites their curiosity. Interest leads a person to the endless goals of knowledge, which begin with surprise. In turn, the surrounding reality, which is the source of the awakening of cognitive interests, can be a surprise for a preschooler. [2]

The development of cognitive activity in preschool children through environmental education is especially relevant, as it develops children's curiosity, inquisitiveness of the mind and forms stable knowledge on their basis, which meets the standards. [3]

By "ecological education" is meant the education of love for nature, a developed cognitive interest, which in the future can become a stable and deep desire for knowledge of the world around. For the development of children's cognitive interest, observation, curiosity, the formation of generalized ideas about nature, the establishment of simple connections between these phenomena, it is necessary to develop a set of measures in direct educational activities and in everyday life. The development of cognitive interest goes from the manifestation of emotional responsiveness to the environment and the identification of the external qualities of objects to the identification of internal connections and relationships, to the independent setting of cognitive tasks and the first attempts to solve them with the help of observations, experiments, and reasoning. The organization of search activity is most effective when children master cause-and-effect relationships and relationships between objects and natural phenomena, their properties and qualities. The development of cognitive interests in the process of environmental education will be more effective if an integrated approach is used that involves the relationship of research activities, physical culture, games, literature, music, fine arts, viewing presentations, TV shows, excursions, hikes, conversations, as well as organizing independent activities for children. , i.e. ecologization of various activities of children. [4]

Ecology can be presented to children in the form of elementary information with the aim of teaching them the correct attitude towards objects of animate and inanimate nature. With the help of didactic games, environmental tasks, setting up experiments, projects, conducting experiments, you can introduce children into the complex world of the relationship between man and nature. [5]

At each age stage, cognitive interest has its own forms of behavioral manifestations and requires special conditions for its formation. In order to arouse interest in nature and develop cognitive interest in children, it is necessary to develop a set of measures in educational activities and in everyday life to increase the level of environmental education. Only organized cognitive and research activity gives certain positive results. In order for cognitive interest to be constantly reinforced, it is necessary to create the appropriate conditions: [6]

- Selection of special literature;
- Equipment selection;
- A long-term plan was drawn up reflecting the topics and content of the GCD on environmental education.

Of great importance is the educational activity of a primary familiarization nature. This type of activity is dedicated to introducing children to species of animals, plants, their living and living conditions, which are not represented in the immediate natural environment and cannot be known through observation. To make it interesting, it is necessary to use various demonstration and teaching aids, computer presentations that allow children to form clear and correct ideas. Topics can be domestic and wild animals, inhabitants of the forest and the north, tundra and hot countries, pond and sea, as well as human activities on an agricultural farm, in forestry, in the field of nature management and nature protection. For successful assimilation and development of cognitive interest, I include game situations, elements of plot-role-playing games in the

processes of cognition of nature. We compare an animal with an analogue toy and at the same time “beat” this toy, which allows children to form the first ideas about the animal, and lays the foundation for the correct handling of it. Education is carried out through viewing pictures and conversation, reading children's fiction and educational literature, watching videos. Pictures help to form ideas about the forest ecosystem, its inhabitants, about the adaptability of forest animals to life in this ecosystem. [7]

Observation is one of the forms of educational activity, since it is used to perceive the environment. When observing, it is necessary to rely on the curiosity of children, because children want to know everything. From an early age, I organize a developing environment for observing natural phenomena: changes in air temperature outside (warm, cold, hot); for precipitation - is it snowing (raining). At the same time, I not only state the facts, but use various techniques to keep the attention of children on a particular phenomenon. For example, snow falls in flakes; lays down calmly on the ground; you can offer to catch a snowflake on a mitten and examine it. The attention of babies is unstable, so observations are best done in subgroups. For the successful activation of cognitive activity with children of middle and older age, excursions, targeted walks, trips to various natural objects are conducted. The main task of excursions is to show children the familiar world from a new, perhaps unexpected side. During walks, excursions, activities in various educational areas (environmental, labor, artistic) are envisaged. On excursions and walks to the park, meadow, river, preschoolers admire the beauty of their native land, the diversity of the environment. This is a bright, blue sky, clouds floating across it, a bright sun and a variegation of leaves on trees, etc. A child needs to smell the grass after rain or rotten leaves in autumn; inhale a breath of fresh, spring air; hear the birds singing. All this forms the ability of children to notice the changes that occur in nature in spring, summer, autumn, winter. Thus, children observe seasonal changes in a natural setting, remember signs. They walk, relax, breathe fresh air and replenish the treasury of knowledge and skills. It is necessary to allocate time for silent observation and experience, and only after that proceed to posing pre-conceived questions: “What is the weather like today?”, “What is the sky like today?” etc. Children's observations must be given an active character - to teach, if possible, not only to look, but to see all the details, to understand why this or that phenomenon occurs, to use all the child's senses, not only hearing and vision. Provide an opportunity to touch, smell the objects around him. [8]

With children of older groups, material is used that complements previously acquired knowledge, for example: children know that in autumn plants prepare for winter (stop growing and flowering, shed their leaves) and winter with its characteristic feature of snow in children is associated with cold and frost, which it has a detrimental effect on all living things, but on an excursion to the park they learn that plants not only prepare for winter, but also for next spring: they lay buds on the branches of trees and shrubs, from which leaves and flowers appear in spring. Children are interested to know that the snow cover protects the trees from the cold. Constant observations make it possible to uncover simple connections in the natural world; children find out that birds eat insects, the forest feeds birds, but birds also benefit trees. In the forest, ants find building material for their homes and food, becoming a kind of "forest orderlies". During a field trip, children learn that some insects, such as bees, cannot live without plants. Bees feed on the nectar of flowers and pollinate them at the same time. Drawing the attention of children to what is happening in nature, it is constantly necessary to bring them to an understanding of the various relationships that exist between the animal and plant worlds.

Animals also adapt to their environment. To expand, deepen, generalize children's ideas about familiar objects and phenomena, repeated walks and excursions to the park, meadow, river, field are held at different times of the year. This makes it possible to compare, compare facts, available information. Particular attention is paid to questions-assignments that force children to consider objects, compare, find differences and similarities, and establish a connection between natural phenomena. The posing of questions and the gradual complication of the task leads to the formation of research and search activities in children, the development of cognitive interests, which affects their mental development. An indicator of the child's interest is his questions and judgments, thanks to which children comprehend the world around them. [9]

The surrounding nature is a source of development not only of the mind, but also of the moral feelings of the child. With the right organization of observations of the environment, children begin to understand what is good and what is bad; experience good and evil with all your heart; learns to feel beautiful and ugly. Nature is the first aesthetic educator of the child. Observing nature, the child learns to see, understand and appreciate its beauty. Any observation is a cognitive activity that requires children's attention, concentration, mental activity, so it is not long. Here it is important to clearly ask clear, specific questions that mobilize children to search for information. Cycles of observations, accompanied by cognitive communication between the educator and children, develop in them observation, a persistent interest in nature. In the process of observation, I use a variety of techniques (taking into account the age of the children): questions, riddles, examination of the subject, comparison, game and labor actions. In the process of observation, it is necessary to explain to the children in order to help them understand everything they see. And in order to arouse interest, an emotional attitude to observation, it is better to use poetry, small forms of folklore (riddles, sayings, proverbs). Appeal to the artistic word should be natural, unobtrusive. [10]

I give children the opportunity to express themselves, they ask questions, wonder, admire, exchange impressions. Leading children's observations of animals, I direct children's attention, first of all, to behavior: "What is he doing? How does he move? What does he eat? How?". As well as signs of an animal: "What is the body covered with? Which legs are long or short? What eyes? and etc.". I teach children comparative analysis: comparing animals, find similarities and differences between them. I help to notice interesting features of appearance, behavior. Consideration of the plant begins with the designation and selection of the brightest, catchiest sign, and then we already determine the main features of the external structure of the plant: we consider in order the size, shape of the stem, leaves, flowers, etc. Such a sequence is necessary because the attention of preschoolers is not stable enough. [11]

The ecologically developing environment serves not only as an object and means of the child's activity, but also allows the formation of cognitive interests, forms the prerequisites for search activity. On the territory of our kindergarten there is a mini-garden, which is used for environmental and labor education of preschoolers. Labor activity becomes a link that ensures the interaction of a person with the natural world and the system-forming principle when introducing children to the world around them. The participation of children in the environmental project "Our Garden" made it possible to enrich their knowledge and ideas about vegetables, their taste, to develop search, research, labor activity and creative abilities. It is important that children feel like full-fledged participants in the project. The role of adults is to strengthen the interest of children, to create an emotionally positive mood for completing the task, to emphasize

the usefulness of the work done. The participation of children in the project significantly expanded the range of live communication between pupils and nature. [12]

Experimentation is one of the types of cognitive activity of a child and an adult. In children, interest in experiments is maintained if the result is visible immediately or after a short time. Experiments with wildlife, as a rule, are long-term and require a certain patience from preschoolers, as a result of which interest in such activities often fades, the purpose of experimentation is forgotten by children. Therefore, to develop interest in search and research activities, I use experiments and experiments with inanimate nature, introduce children to the properties of water, sand, earth, clay, air, the magnetic properties of some objects, etc. [13]

Already at a young age, learning about the world around them, children tend not only to examine the object, but also to touch it with their hands, tongue, sniff, knock on it, etc. are already experimenting. Young children, during educational activities at various regime moments, are happy to examine sand and clay, learning their properties; they splash in the water, revealing its secrets, send boats sailing, catch the breeze, launch airplanes, turn snow into water, and water into multi-colored ice floes, blow soap bubbles. By examining the shape, color, size, smell, taste of various vegetables and fruits, children quickly learn to distinguish, recognize and correctly name vegetables and fruits. With middle-aged children, the experiments become more complicated. Children are already able to find answers to difficult questions: "How do they clean dirty water? Steam is also water. Why are there many puddles in autumn? Some substances dissolve in water, while others do not. What is a rainbow? Frost?" etc. The range of phenomena with which older preschoolers experiment is expanding significantly. Children determine the properties of objects, learn what sound is, how to make it louder. Experimental work allows you to learn a lot about a person: "Why does a person need eyes, ears? Heart beat. Check your hearing", etc. Together, with children, I conduct experiments and experiments with objects of inanimate nature, plants and animals. Children carry out simple experiments in subgroup and independent activities, experiments can be associated with their work in a corner of nature and in a flower garden, and also include them in acquaintance with the properties of natural materials. In each experiment, the reason for the observed phenomenon is revealed, the children are led to judgments and conclusions. Experiments are of great importance for children's understanding of cause-and-effect relationships. [14]

In the process of conducting experiments, all children take an active part. Experiments conducted independently by children allow them to independently establish causal relationships, summarize the results obtained in an effective way, compare them, classify and draw conclusions about the value of physical phenomena for a person. Children love to experiment, in the process of experimenting bright cognitive feelings appear: surprise, doubt, joy from learning new things. They tend to experiment on their own to gain new knowledge. Knowledge that is not drawn from books, but obtained independently, is always conscious and more durable. Experimental work arouses the child's interest in the study of nature, develops mental operations, stimulates the cognitive activity and curiosity of the child, activates the perception of educational material for familiarization with natural phenomena, with the ethical rules of life in society, etc. Experiments contribute to the formation of children's cognitive interest in nature, in the process of experimental activity, observation, mental activity, the emotional sphere of the child, creative abilities develop, labor skills are formed. [15]

In my work with children, I attach great importance to gaming technologies, using didactic games: “What kind of bird?”, “Nature and man”, “When does this happen?”, “Where is whose nest?”, “What tree is the leaf from?”, “Where, whose house?”, “What can we not live without?”, “Guess the plant”, “Divide into groups”, “From whose branch are the children”, “Confusion” - parts of plants, “Gifts of Autumn”, etc. allow children to quickly consolidate knowledge about the characteristic features of objects, children more easily remember the names of plants and their parts. With their help, children learn to recognize individual features of objects, phenomena, group them according to certain qualities. In didactic games, cognitive tasks (determine the properties and qualities of an object, classify and group various objects) are combined with game tasks (guess, complete a task, compete), which makes a didactic game a special form of learning, thanks to which the assimilation of knowledge occurs easily, quickly and unintentionally.

When using a didactic game, you must:

- rely on existing knowledge obtained through direct perception;
- make sure that the didactic task is difficult enough and at the same time accessible to children;
- maintain interest and variety of game action;
- Gradually complicate the didactic task and game action;
- Concretely and clearly explain the rules.

Word games: “What birds did we feed”, “The fourth extra?”, “Good-bad”, “Who came to us?”, “Harvest”, “Edible-inedible”, “Droplets walk in a circle”, etc. develop children's attention, imagination, increase knowledge about the world around them. Construction games with sand and water help to solve many problematic situations, for example, why dry sand pours, but wet sand does not; where a seed will germinate faster in the ground or sand; What things benefit from water, and what harm? All these questions make kids think, compare and draw conclusions. Games must be selected taking into account the development of children and those tasks of environmental education that are solved at this age stage. The game should give the child the opportunity to put into practice already acquired environmental knowledge and stimulate the assimilation of new ones.

The content of the game should not contradict the ecological knowledge formed in the process of other activities. Game actions must be carried out in accordance with the rules and norms of behavior in nature. Among the variety of games for preschoolers, special attention is paid to competitive games that stimulate the activity of their participants in acquiring and demonstrating environmental knowledge, skills, and abilities. These include: competitions, KVN, environmental quiz, “Field of Miracles”, etc. In environmental games, it is advisable to use visual artistically designed material, come up with interesting game moments, actions, and engage all children in solving a single problem. You can resort to the help of fairy-tale characters, musical accompaniment. It is necessary to create a positive emotional background for the formation of children's aesthetic feelings, using natural objects and their images in games.

In my work, I rely on the following principles:

- The principle of visibility;
- The principle of systematicity and consistency;

- The principle of accessibility - the selection of accessible, interesting material for children;
- The principle of individualization;
- The principle of integration - the solution of the tasks set through various activities;

This makes it possible to ensure the achievement of the integrative quality of a preschooler, which is defined in the Federal State Educational Standard as "... inquisitive, active ...". This quality is characterized by the fact that the child "... is interested in the new, unknown in the world around him (the world of objects and things, the world of relations and his inner world). Asks questions to an adult, likes to experiment. Able to act independently (in everyday life, in various types of children's activities). When in trouble, seek help from an adult. Takes a lively, interested part in the educational process.

Through cognitive interest, it is possible to form the fundamental principles of ecological thinking, consciousness, ecological culture. But only on one condition - if adults raising a child themselves have an ecological culture, understand common problems for all people and worry about them, show a small person the beautiful world of nature, help to establish relationships with him and gain the beginnings of an ecological worldview and culture responsible relationship with the environment and health. Only purposeful and systematic familiarization with nature in the process of environmental education of preschool children stimulates the development of cognitive interest in a kindergarten.

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PRE-SCHOOL EDUCATION FOR CHILDREN

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ABSTRACT

The article is devoted to the issues of building a model of preschool education at the present stage. Analyzing the changes taking place in the socio-cultural situation, in the child himself, the author sets out his view on preschool education in the interests of childhood.

KEYWORDS: *Childhood, Children, Preschool Education, Standard.*

INTRODUCTION

Currently, the topic of childhood is being studied from the standpoint of a variety of sciences: psychological, pedagogical, historical, philosophical. Investments in the field of preschool education are recognized in the world as the most effective in terms of improving the quality of subsequent education, leveling the starting opportunities for children. Many developed countries have made preschool education compulsory or are striving to maximize the coverage of children with these programs. [1]

Interest in the problem of childhood is due not only to increased attention to childhood and children in the world community, but above all to the desire to create preschool education in the interests of childhood. As the most important task of preschool education, the task of revealing the abilities of each child, educating him as a person ready for life in the modern world is put forward. [2]

The creation of preschool education in the interests of childhood is impossible without taking into account the qualitative mental, psycho physiological, personal changes of the modern child. The strengthening of children's orientation towards consumption, the separation of the child from the cultural traditions of society and its history, unequal access to educational resources in the metropolis and the provinces have led to changes in value orientations, in the cognitive and emotional-personal spheres. [3]

The rapid growth of cities, the increase in the urban population, and, as a result, the strengthening of the negative impact of people on nature, which by now has acquired a planetary character, have an impact on the processes of assimilation of ecological culture by a child. In a preschool educational institution, the natural and social environment is being replaced by a toy one. In it, the child feels confident, however, getting into a real environment outside the preschool educational institution, he feels discomfort and behaves inadequately. [4]

New regulations governing the activities of preschool educational institutions introduce additional restrictions on the organization of the interaction of children with nature. [5]

An objective reality has become the fact that many children live in an almost artificial environment, do not have the opportunity to communicate with natural objects. They are surrounded by monotonous buildings, asphalt, cars, artificial flowers. Nature is perceived by children as something very abstract and distant. There is a replacement of the real nature of the virtual one. The child spends more and more time on computer games, VCR, TV.

We are talking about cultural deprivation, that is, restriction, deprivation of access to spiritual resources and opportunities necessary to meet the basic needs of life for children, for the full formation of a personality, the sources of development of which are in the field of cultural experience of mankind. [6]

Decreased cognitive development of preschool children, children's energy, desire to act actively, appropriation of patterns of behavior alien to our culture, narrowing of the level of development of the role-playing game of preschool children, underdevelopment of the motivational-need sphere of the child, will and arbitrariness, reduced level of children's curiosity and imagination, underdevelopment of the fine hand motor skills of older preschoolers, insufficient social competence, inability to resolve the simplest conflicts, lack of interests, hyperactivity, increased absent-mindedness, low level of communicative competence - this is a far from complete list of dangerous trends in the development of preschool children that are noted in modern research.

Childhood is a valuable period in a person's life, when the foundation of personality traits is laid, the basis of personal culture is formed, which in the future allows the child to successfully develop in the future. [7]

The determining factors in the formation of the child's world are: "adult" culture, the conductors of which are parents and other educators, the efforts of the child himself, manifested in various types of his activities and children's subculture, the traditions of which are passed down from generation to generation of children and are extremely important, significant for understanding by the child how to master the world around. Each of these factors plays a huge role in early childhood education.

When a child is born, he inherits from his parents a natural, psychophysical organization, and he acquires a social organization in society. "The more a society develops and becomes more diverse, the more attention it pays to the growing generation, and the more socially significant it becomes.

Today, adults have ceased to be the main sources of information. The Internet, television have become new tools that open the boundaries of a new socio-cultural space, with their own ways of learning, suggestion, preferences. The intense onslaught of information flows has a huge impact on the physical, mental, including intellectual and emotional development of children. It is important to teach children how to use it for good, because we are already feeling their negative impact. The problems associated with creating a comfortable and safe information environment for children's lives remain acute and far from a final solution.

New approaches to the upbringing and education of preschool children have emerged with the release of state requirements for the structure of the main general educational program of preschool education, which defines the main directions and educational areas in which the program of preschool education should be built. Each direction corresponds to certain educational areas: the cognitive-speech direction - "Cognition", "Communication", "Reading fiction"; social and personal direction "Safety", "Socialization", "Labor"; artistic and aesthetic

direction - "Artistic creativity", "Music"; physical direction - "Physical culture", "Health". Each educational area (with the exception of Health, Safety) is aimed at the development of children's activities. [8]

In preschool education, three main models for constructing the educational process are implemented: educational, subject-environmental, complex-thematic. In the educational model, the educational process is based on learning, "leading" the upbringing and development of children. Accordingly, educational activity is actually considered as the leading activity of preschool children, which is realized in the form of classes in various "subjects". However, the essential characteristics of this model are in conflict with the main provisions of the domestic scientific school, according to which: educational activity is not only the leading, and even adequate activity of preschool children, and the subject principle of building the educational process does not correspond to the age characteristics of preschoolers, and the organization of special classes in subjects is not identical to the organization of different types of children's activities. [9]

The subject-environmental model of building the educational process involves the selection of didactic material, the action with which automatically develops the child. Accordingly, the adult is given a secondary role. One of the main forms of organizing the educational process is the independent activity of children. Independent activity is understood as the free activity of pupils in the conditions of a subject-developing environment created by teachers, which ensures that each child chooses an activity according to his interests and allows him to interact with peers or act individually.

The model of building the educational process on a complex - thematic principle - is designed to make the life of children interesting, to connect it with the surrounding reality. It is based on the integration of both the content and the organization of the educational process. It is important that the topics that are offered to children be significant for the family and society and arouse the interest of children, give new vivid impressions, ideas and concepts. The implementation of a complex-thematic model makes the life of children interesting and exciting. [10]

The main models of education for preschool children are: joint activities of adults and children and independent activities of children. The joint activity of adults and children is distinguished by the presence of a partner (equal) position of an adult and a partner form of communication (the possibility of free accommodation, movement and communication of children in the process of educational activities). [11]

Pre-school education in the interests of childhood is the use of age-appropriate forms of work with children: games; observations; conversations, problem situations; experimentation; collectibles. Play remains the main form of work with preschool children and the leading activity for preschool children. Motor activity is realized in outdoor games with rules, outdoor didactic games, game exercises, competitions. Game: in story games, in theatrical games. Productive is realized in workshops for the manufacture of products of children's creativity, in the implementation of projects. Reading fiction is realized through the following forms: reading, discussion, learning. Cognitive research activity - through observation, solving problem situations, experimenting, collecting, modeling, project implementation. One of the main forms of work with children should be the situation: "educational", "educational", "pedagogical", "communication situation", "ethically significant situation", "life situation", "game situation", "problem situation", "moral choice situation". [12]

Thus, in preschool education in the interests of childhood, the educational block (but not the learning process) should be excluded, the volume of the block of joint activities of an adult and children should be increased, which includes not only educational activities carried out during regime moments, but also directly educational activity; the content of the concept of “joint activity of an adult and children” has been changed, taking into account its essential (rather than formal) features. [13]

A feature of preschool education is the results of children mastering the main general educational program of preschool education, which should describe not the volume and content of knowledge acquired by children, but the integrative qualities of the child: physically developed, inquisitive, active, emotionally responsive, mastered the means of communication and ways of interacting with adults and peers who is able to manage his behavior and plan his actions on the basis of primary value ideas, who observes elementary generally accepted norms and rules of behavior, who is able to solve intellectual and personal problems, who has primary ideas about himself, family, society, the state, the world and nature, who has mastered the universal prerequisites for educational activities - the ability to work according to the rule and according to the model, listen to an adult and follow his instructions, having mastered the necessary skills and abilities. [14]

Building pre-school education in the interests of childhood is impossible without changes in teacher training. The educator remains a key figure in a rapidly changing open world. The main professional quality that a teacher of preschool education must constantly demonstrate to his pupils is the ability to play. Readiness for change, mobility, ability for non-standard work activities, responsibility and independence in decision-making - all these characteristics of the activity of a successful professional fully apply to the teacher of preschool education. The acquisition of these valuable qualities is impossible without expanding the space of pedagogical creativity. The work of a teacher should be freed from petty regulation, freed from total control. [15]

Thus, the construction of preschool education in the interests of childhood is associated with the development of the child's personality, with the search for effective ways for the child to master different aspects of reality, including nature, with the organization of children's activities. Preschool education in the interests of childhood is focused on the development of variable forms of accompanying the early development of children; increasing the flexibility and diversity of forms of providing services to the preschool education system; providing support and better use of the educational potential of families; ensuring universal accessibility of preschool education for all categories of children; increasing the flexibility and diversity of forms of providing preschool services based on the implementation of existing (basic) and new (additional) forms of their financing and organization; organizing the education and upbringing of children studying in educational institutions in accordance with the requirements of new state educational standards; development of the material and technical base of educational institutions, including the use of modern information and computer technologies; development of all forms of preschool education, such as family kindergarten, early intervention service, lekoteka, child play support centers and others, including the non-state sector; expanding the variability of programs designed for children with different levels, types and forms of manifestation of abilities, including individualized development programs (for children with special gifts).

As noted by A.G. Asmolov, “childhood is not limited to the system of preschool institutions, where a child can receive this or that support. Childhood is provided - and this is the main thing - with the support of the family as a key institution for the development and socialization of the child. More than ever, we need to create such a doctrine for the development of preschool childhood, in which together, “in one team”, there would be the state, the family, workers in the education system, those who create products to support childhood - books, games, magazines; people who act as protectors of childhood. And “not the child should prepare for school, but the school should prepare for the child. And we must translate this strategy of state policy into a standard that will become an understandable and necessary document for parents, a navigator in the world of childhood, guided by which, parents and educators will help each child to join the culture. The key line of preschool childhood is familiarization with the values of culture, and not teaching him to write, count and read. And this initiation occurs through the game.

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MOTIVATION OF PSYCHOLOGY OF STUDENTS' EDUCATIONAL ACTIVITY

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ABSTRACT

In this article, the need for internal and external motivation of students in the higher education system, the definitions of motivation given by our scientists in the scientific literature, the definition of these definitions by our teachers in the pedagogical and psychological approach to students The results of achieving efficiency are given.

KEYWORDS: *Motivation, Student, Higher Education, Pedagogy, Psychology.*

INTRODUCTION

Motivational psychology is of particular importance for representatives of social-type professions in which the main object of labor is the person (doctors, teachers, managers, supervisors, etc.). In essence, an effective social interaction with a person (including socio-pedagogical interaction with a child, adolescent, youth) is not possible without taking into account the specific features of his motivation. Objectively exactly the same actions, there may be completely different reasons behind the actions of the person, ie. the sources of motivation for these actions, their motivation may be completely different. [1]

The problem of shaping the motivational sphere of the modern student personality remains one of the most pressing issues in the current era of social development in the age of digital technology. The growth of the personal approach of students to the educator aroused a deep interest in the motivational sphere of the individual, the factors, conditions and means of its formation in professional development. The problem of studying the motivational field of the student's personality requires the development of pedagogical information, textbooks. This is because the reassessment of the importance of many areas of values, the reconsideration of one's place in society, the assumption of responsibility for the results of life are hidden in the motives of the individual, not only in knowledge but also in their formation. also requires management.

The peculiarity of the study of the motivational sphere of the person is that recently among psychologists (KA Abulkhanova-Slavskaya, EP Ilyin, VG Leontiev, AK Markova VD Shadrikov and others) there is a growing interest in the motivation of behavior and personality. however, the question of the psychological nature of this phenomenon remains one of the most controversial issues and requires in-depth theoretical and methodological study. The need-motivation sphere of the individual has been and remains the focus of philosophers such as Aristotle, Kant, N.A. Berdyaev, R. Descartes, M. Montaigne, and Plato from the time of ancient Greek philosophy to the present day. G. Riker, K. Buhler, E. Thorndike, E. Spranger, Z. Freud, K. Levin, and P.K. Anoxin, P.P. Blonsky, L.I. Bojovich, L.S. Vygotskiy, K.N. Kornilov, P.F.

Kapterev, BC Merlin, I.I. Pirogov, I.A. Sikorskiy, A.A. In the scientific work of Ukhtomsky, foreign scientists A. Maslow, G. Allport, K. Rogers, great emphasis is placed on motivation. In domestic and foreign psychology, the category of “individual’s motivational domain” is often considered in the context of the individual.

Theoretical analysis and study of the field of motivation and motivation of the individual required the use of concepts and methodological bases. The theoretical analysis of the problem allowed to formulate a research hypothesis that the motivational sphere of the individual is a structural and holistic formation that determines the process of personal development in general. [2]

Practical research has confirmed that a person’s motivational field is dynamic. The formation of the motivational sphere of the student's personality, his subordination to the means of adequate psychological influence is carried out through the targeted influence of psychological factors. The study identified psychological factors, conditions and means of shaping the motivational sphere of the student's personality in the period from the first to the fourth year, their dynamics.

The concept of motivation

There is a need for psychology to interpret more natural language concepts than other sciences - philosophy, physiology, cybernetics. Perhaps this motive is most clearly manifested in the concept of motivation. In the dictionary of "General Psychology" motivation is defined as impulses that stimulate the activity of the organism and determine its direction. Motivation is of particular interest to all people as a leading factor in regulating an individual’s activities, his or her behavior and activities. Often representatives of professions of a social type.

The word “motivation” was first used by A. Schopenhauer in his article “Four Principles of Sufficient Reason” (1900-1910). The term was then firmly established in psychological use to explain the causes of human behavior.[1]

With the similarity of the general approach to the understanding of motive in modern psychology, there are significant differences in some details and peculiarities of the definition of this concept. In fact, the very definition of the concept of “motive” raises a particular scientific problem. If we analyze the most characteristic definitions of a motive, we can see that it is considered in a generalized form as a stimulus that stimulates other components of activity, often related to need.

Some typologies and definitions of the motif:

D.N. Uznadze (1940): “In cases when it is difficult to meet the need, if the need is not met directly, it manifests itself in the mind of the subject in the form of a specific content. It is experienced by the subject in the form of a sense of protest, which includes moments of excitement and tension, and, objectively, in the form of the content of a particular subject that motivates action.

A. Maslow (1954): "Motive is expressed in the state of physiological imbalance of need ... The reaction of motivational behavior consists of actions aimed at overcoming the imbalance."

D. McClelland (1951): "Motive becomes a strong affective association, characterized by an expectation of a targeted reaction, and based on the past association of certain traits with pleasure or pain."

A. Vroom (1964): "Motive is the process by which an individual chooses to choose between alternative forms of voluntary activity."

K. Obukhovsky (1972): "A motive is a verbal expression of a goal and a program that allows a certain person to start a certain activity."

A.N. Leontiev (1966): "A motive is an object in which a need is defined and constitutes the content of its subject (perceived or only imagined, expressed)."

The general idea created on the basis of these definitions (and in general, they are many) is very vague, not the same: on the one hand, it determines the motive by need (A. Maslow), on the other hand, this motivation, with the understanding of purpose related (K. Obukhovsky). In this regard, A. Leontiev's definition in many respects concretizes the understanding of the motive, introduces it directly into the context of the activity, connects it with the main subject of the activity, but it seems that the motive is sub Full identification with the ect narrows its interpretation. Widely used incentives help to shape specific motivation. In practice, "writes B.F. Lomov, - often does not distinguish between the concepts of "motive" and "motivation". At the same time, these concepts are not the same. Some forms of labor incentives become a driving force only when this or that incentive becomes a motive. The general rule that motives are related to the category of "need" is not controversial in most cases, although sometimes there are inconsistencies here. Ideals, interests, personalities, beliefs, social relations, values can also be motives, but at the same time, behind all these reasons there is still the need for all the diversity of the individual (vital, from biological to higher social).

The term "motivation" is a broader concept than the term "motivation". In modern psychology, they define at least two mental phenomena:

- a) a set of motives that trigger an individual's activity and determine his activity, ie a system of factors that determine behavior (this includes, in particular, needs, motives, goals, intentions, aspirations, etc.).
- b) features of the educational process, the formation of motives, the process that to some extent stimulates and maintains behavioral activity.

Motivation can therefore be defined as a set of psychological causes that explain human behavior, its onset, direction, and activity. The idea of motivation arises when you try to explain, not act. It's "why?", "For what purpose ...?" is to look for answers to questions such as. Identifying and describing the causes of sustained changes in behavior is the answer to the question of the motivation of the actions that involve it.

Any form of behavior can be explained by internal and external causes. In the first case, the psychological characteristics of the behavioral subject serve as the starting and ending points of the explanation, and secondly, as the external conditions and conditions of its activity: [1,2]

- In the first case, they are about motives, needs, goals, intentions, wishes, interests, etc;
- In the second - talk about incentives that arise from the current situation.

Sometimes all the psychological factors that determine a person's behavior are called personal predispositions. Dispositional and situational motivation are then discussed as analogues of the internal and external definition of behavior.

Disposition and situational motives are not independent. Dispositions can be updated under the influence of a particular situation, and conversely, the activation of certain dispositions (motives, needs) leads to a change in the situation, or rather, perception by the subject.

An individual's momentary, actual behavior should be viewed not as a reaction to certain internal or external stimuli, but as a result of the continuous interaction of his or her tendencies with the situation. This suggests that motivation should be viewed as a cyclical process of constant interaction and change, in which the subject of action and the situation interact with each other, and the result is a behavior that can indeed be observed actions.

Motivation works as a continuous selection and decision-making process based on weighing behavioral alternatives. [3]

Motivation explains the appropriateness of actions, the organization and sustainability of holistic activities aimed at achieving a specific goal. Motive, unlike motivation, is something that belongs to the subject of the action itself, its stable personal property, which induces certain actions from within. Motive can also be defined as a concept that represents a set of dispositions in a generalized form.

Of all the possible dispositions, the concept of need is the most important. A need is a state in which a person or animal has a normal existence under certain conditions and needs them before they can develop. The need as a person's condition is always associated with a sense of resentment associated with a lack of what the human body (person) needs.

All living beings have needs, and this separates the living nature from the inanimate. Need activates the body, stimulates its behavior, is focused on finding what is needed. The quantity and quality of the needs of living beings depend on their organizational level, lifestyle and conditions, and the place occupied by the respective organism in the evolutionary ladder. Man has the most diverse needs, and in addition to his physical and organic needs, he also has material, spiritual, and social needs. As individuals, people differ from each other by the diversity of their needs and the specific combination of these needs.[4]

The main characteristics of human needs are power, frequency of occurrence, and methods of satisfaction. An additional but very important feature, especially when it comes to man, is the objective content of the need, that is, the sum of the objects of material and spiritual culture, with the help of which this need can be met.

In terms of motivational value, the second concept after need is the concept of purpose. A goal is a direct conscious outcome that is governed by an activity related to the activity that is currently being performed to meet the need.

Motivations (motives), needs and goals are the main components of a person's motivational sphere.

The motivational area of an individual can be assessed in terms of his or her development with the following parameters: breadth, flexibility, and hierarchy. The breadth of the motivational field means the qualitative diversity of motivational factors - the tendencies (motives), needs and goals presented at each level. The more diverse a person's motives, needs, and goals are, the more developed his or her motivational field will be.

Flexibility. It is considered to be a more flexible motivational field, in which different levels of motivational stimuli can be used to satisfy a general (high-level) motivational impulse. For example, an individual's motivational domain is more flexible, and he or she may use more different tools than the other person, depending on the conditions for satisfying the same motive. For one person, the need for knowledge is met only through television, radio and cinema, while for another, various books, periodicals, and communication with people are also a means of satisfying it. The latter will have a more flexible motivational area.

Hierarchy is a specific feature of the structure of each of the levels of organization of the motivational sphere, taken separately. Some tendencies are stronger and more common than others; others are weaker and less updated. The greater the differences in the power and frequency of actualization of motivational formations at a certain level, the higher the hierarchy of the motivational sphere.

The motives of human activity are extremely diverse, as they arise from the various needs and interests that are formed in the individual in the process of social life. They are based in their highest forms on man's understanding of his moral duties, the tasks that social life poses to him, so that in their highest, most conscious manifestations, man's behavior is regulated by conscious necessity, in which he is truly understood. there will be freedom.

The sources of meaning that determine what is important and what is not important to a person and why certain objects or events take place in his or her life are a person's needs and personal values. They both occupy the same place in the structure of human motivation and in the creation of meaning: meaning for man is obtained through things, events, or actions that are related to the realization of any of his needs or personal values. These meanings are individual, not only because of the mismatch between the needs and values of different people, but also because of the specificity of individual ways of realizing them.

By focusing the needs, the inner world of the individual is entirely dependent on the outer world in which the person lives and moves. There is such a dependence, but in addition, the person has a certain base point that allows him to take an independent position in relation to the outside world and all its requirements. This support point is shaped by personal values.[2,3]

Personal values connect an individual's inner world with the life of society and individual social groups. Any social group - from the individual family to the whole of humanity - is characterized by a focus on certain common values: ideal ideas about the good, the desired, the right, the generalization of the experience of living together by all members of the group. The transformation of social value into personal value is possible only when a person, together with the group, participates in the realization of this common value and feels it as his own. Then, personal value emerges and takes root in the structure of the individual - the ideal idea of something that determines the direction of life and serves as a source of meaning. A formal attitude to social values does not lead to their transformation into personal values.

Needs and personal values enter a person's inner world in a completely different way. Needs are manifested in the inner world in the form of desires and aspirations arising from the 'I', more or less arbitrarily and therefore randomly. Personal values, on the contrary, are reflected in it in the form of perfect qualities or ideals - images of the desired situations, which are experienced as an objective thing, not related to the "I". Unlike needs, personal values are not, first, limited to a particular moment, a particular situation; second, they do not attract a person to something from

within, but attract him to it from the outside; objectivity, because any value is experienced as something. it unites with other people. Of course, this objectivity is relative, because even the most generally accepted values.

The motivational field can also stem from personal characteristics such as the need for communication (belonging), the motive of power, the motive of helping people (altruism), and aggression.[4]

Affiliation is a person's desire to be with other people, to establish an emotionally positive relationship with them. The opposite side of the motive of joining is the motive of rejection, which is manifested in the fear of rejection, which is not personally accepted by people you know. The motive for power is a person's desire to have power over, dominate, manage, and dispose of other people. Altruism is the desire of a person to selflessly help people, on the contrary - the desire to satisfy selfish personal needs and interests, regardless of the needs and interests of other people and social groups.

It also takes into account the strength and stability of the motives that make up a person's motivational sphere. A system of motives can be distinguished for different types of activities. For example, in the motives of educational activities can be distinguished common cognitive and specific things - interest in different topics of education.

A special place in the motivational sphere of the person is occupied by communication motives, which, on the one hand, are closely related to the motives of activity, because in the process of joint activity people inevitably enter into communication; on the other hand, they are closely related to behavioral motives that are not limited by scope of activity. Such close contact does not preclude their independence in the motivational sphere of personality.

The process of emergence and formation of motives usually includes social experience, personal experience, understanding it, positive successes in this activity, positive attitude of the social environment to this activity (this behavior).

The complexity of the problem of motivation determines many approaches to understanding its essence, nature, structure, as well as ways to study it. A review of the work of local and foreign psychologists shows that data have now been collected to identify some initial positions in psychology, as well as for a broader and in-depth study of motivational problems.

Motivation determines meaningful selection in learning activities. To ensure the effectiveness of teaching, the features of building and organizing the learning process at different stages of education should be appropriate to the motivational area of the student. Proper management of a motivational-based learning process requires conditions that reveal aptitudes and interests, taking into account the individual and professional abilities of the students. According to research, tested by T.Elers, T. I. Ilyina technique and A.A. Reana, V.A. According to Yakunin, the level of motivation for first-, third-, and fifth-year students to study at the university varies significantly. Thus, in the modern first-year student, passive motivation to study at the university prevails, the regression trend is in the second place, and the third level is occupied by the high level of student motivation to study. In the fifth year, students are dominated by a potential level of learning, and in the second - a high level of motivation. High levels of motivation are, unfortunately, still rare, which is undoubtedly one of the main conditions for shaping the motivational sphere of a professional. For first-year students, the system of personal-value motives is distinguished as a means of activity, while for third-year students, social, professional and personal-moral motives

prevail. The specific features of the means of psychological activity of students of different courses are determined in the form of relationships, motives, direction, focused attitude and pedagogical skills that determine the motivational area of the individual. An increase in the upper and middle levels of a person's motivational field, as well as a decrease and removal of a low level, have been experimentally proven. From the first to the fifth year, the motivational sphere of the student's personality identifies motives: fear of success and failure, education, career, life support, graduation, convenience, social status, communication, general activity, creative activity, social usefulness.

Learning motivation is the assessment of different aspects of the learning process of students, its content, forms, methods of organization in terms of individual needs and goals, which may or may not correspond to the learning objectives. It is necessary to create a mechanism to increase motivation for learning. This implies a set of ways and means of influencing the student by the teacher that motivate the students to certain behaviors in the learning process in order to achieve the teacher's (learning) goals, based on the need to meet the individual needs of the students.

Research in the field of motivation will continue in the research of modern psychologists, as the relevance of this topic is clear and of practical importance. It is necessary to study analytical thinking and skills in the structure of the motivational sphere of the individual.

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IMPROVING THE QUALITY OF PRESCHOOL EDUCATION THROUGH INTRODUCING PRESCHOOLERS TO TECHNICAL CREATIVITY

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ABSTRACT

Today, society needs socially active, independent and creative people capable of self-development. Innovative processes in education require new approaches. The formation of motivation for the development and learning of preschoolers, as well as creative cognitive activity - these are the main tasks that the teacher faces today within the framework of federal state educational standards. These difficult tasks, first of all, require the creation of special learning conditions. In this regard, design is of great importance. In the article, we reveal the conditions for working on LEGO technology and robotics with the children of our group.

KEYWORDS: *LEGO Design, Creative And Productive Activity.*

INTRODUCTION

“In constructing, the child acts like an architect erecting a building of his own potential.” J. Piaget.

Robotics is a creative process in which a child manages to create his own product - a robot.

Modern children live in an era of active informatization, computerization and robotics. Technical achievements are increasingly penetrating into all spheres of human life and arouse children's interest in modern technology. Children have an inherent desire to explore the world around them. In this, a special place is given to preschool upbringing and education, since during this period all the fundamental components of the formation of the child's personality are laid. The formation of motivation for the development of preschool education and creative cognitive activity are the main tasks that the teacher faces today as part of the implementation of the SES DO. These tasks require special learning conditions. In this regard, we attach great importance to constructive activity through design and robotics. [1]

The main goal of using LEGO technology and robotics is to form a person who is able to independently set goals, design ways to achieve them, control and evaluate their achievements, work with different sources of information, evaluate them and, on this basis, express their own opinion, judgment, assessment; developing key competencies of pupils. [2]

Technology:

Allows for the integration of educational areas;

Gives the teacher the potential to combine play with research and experimental activities;

To form cognitive actions, the formation of consciousness; development of imagination and creative activity;

Develop the ability to work in a team.

We take into account the conditions:

The presence of the "Design Center", which contains designers of various modifications;

once a week (in addition to independent constructive activities) I organize an "Hour of Play", with the obligatory inclusion of various forms of organizing training, according to the developed algorithm for working with design material. [3]

I spend each hour strictly according to the algorithm.

The algorithm for working with the constructor:

Examination of a drawing, picture, diagram, drawing, sample.

Selection of the necessary parts from the general set.

Assembly of model elements.

Sequential installation of all assembled parts into one whole model.

Comparison of your assembled model with a drawing, picture, sample, diagram, drawing (or analysis of the assembled structure).

All work is aimed at developing the ability to establish a connection between the buildings being created and what they see in the surrounding life; creation of various buildings and structures. Children learn to distinguish the main parts and characteristic details of the structure, analyze buildings, create buildings of the same object that are different in size and design. [4]

Our pupils master various forms of organization of education, as well as "construction on the topic." We offer children the general theme of the design, and they themselves create designs for the designs. The main purpose of this form is the actualization and consolidation of knowledge and skills acquired earlier. [5]

In our work we use "construction by conditions". Without giving children a sample of buildings, drawings and methods of its construction, defining only the conditions that the building must meet. The design tasks in this case are expressed through conditions and are of a problematic nature, since there are no ways to solve them. In the process of "designing according to conditions" children are fluent in generalized methods of analysis, both images and buildings; not only analyze the main design features of various parts, but also determine their shape based on the similarity with familiar three-dimensional objects. Free buildings have become symmetrical and proportional, their construction is carried out on the basis of visual orientation. Children quickly and correctly select the necessary details, quite accurately imagine the sequence in which they will carry out the construction. [6]

We carry out constructive activities with children in an accessible game form from simple to complex. Realizing that children are very easy to cope with various forms of construction and robotics, they made changes to the work. They came up with a game with the children: children in subgroups (or individually) begin to make crafts, on a signal they pass their crafts clockwise to the next table, they continue to design according to their own plan. At the end of the work, the children discuss the finished construction and give the name of the miracle construction. Further complicating the form of work, we conduct a dictation with the children. According to verbal instructions, the children designed crafts. Such forms of construction are built into a certain system of exercises that are, on the one hand, playful in nature, and on the other hand, educational and developing. Creating something whole out of separate elements: houses, cars, bridges and, in the end, a huge city, populating it with residents, is a fun and at the same time educational hobby for children. Playing with the constructor, and then with robotics, is not only exciting, but also very useful. [7]

In the game, as the main form of constructive activity, children become builders, architects and creators, while playing, they come up with and implement their ideas. In our work we use games: "LEGO-gifts", "Name and build", "Remember the location", "Playing in the store", "Construction dictation", "Combinatorics", "Building copies of the masterpieces of world architecture", "Perimeter and area". [8]

LEGO technology is interesting in that it allows you to ensure the unity of educational, developmental and educational goals and objectives of the process of education of preschoolers. It can be introduced into the educational process and successfully integrated with other educational areas "Cognitive", "Speech", "Social and communicative", "Artistic and aesthetic", "Physical". [9]

Combining LEGO construction with research and experimentation, we provide the child with the opportunity to experiment and create their own world where there are no boundaries with the help of experiments: "Windmill", "Why an airplane flies", "What prevents you from falling", "How walkers walk" and etc.

We use LEGO construction in the development of elementary mathematical concepts. Counting parts, blocks, fasteners, calculating the required number of parts, their shape, color, length, I develop mathematical abilities in children. Children get acquainted with such spatial indicators as symmetry and asymmetry, orientation in space. [10]

In addition, construction is closely related to the sensory and intellectual development of the child: visual acuity is improved, the perception of color, shape, size is improved, thought processes (analysis, synthesis, classification) are successfully developing.

LEGO construction also develops communication skills, activating mental and speech activity. Children are happy to talk about their buildings, pronounce the sequence of their actions, evaluate this or that constructive situation. They perform tasks that require the activation of mental activity, for example, to complete the building according to a given attribute or conditions ("Fill the space", "Guess whose part I am?", "Relive your model" and others). Speech situations that arise in the process of creating buildings and playing with them contribute to the development of children's speech, which serves as one of the most important means of active human activity, and for the future student is the key to successful schooling. Many learning tasks

are solved: vocabulary expands, communication skills develop, the ability to generalize and draw conclusions improves. [11]

In our opinion, one of the main opportunities in LEGO construction is to teach children to work effectively together. When working with the construction set, children not only communicate, but also exchange tips on mounting methods, details, or combine their models to create a larger structure, developing social skills: independence, initiative, responsibility, mutual understanding, which are necessary when interacting with other children. By doing LEGO construction, children acquire work culture skills: they learn to keep order in the workplace, allocate time and effort in making models, and plan activities.

The lesson plan includes topics such as "Animals", "Urban and rural buildings", "Toys", "Transport", "Ships", etc. children.

Complicating the tasks of constructive activity, we introduce children to the simplest robotics - this is not just design classes, but a powerful innovative educational tool that contributes to the development of technical creativity and the formation of scientific and technical professional orientation in children of older preschool age. We use the basic Kicky program in our work: "The Tale of the Two Stubborn Goats", "Blind Man's Bluff", the Hunarobo 1 program: we assemble the robot. [12]

As a rule, robotics design ends with play activities. Children use robots in role-playing games, in theatrical games. Thus, consistently, step by step, in the form of a variety of gaming and experimental activities, children develop their design skills, logical thinking, they develop the ability to use diagrams, instructions, drawings.

As part of our work with parents, we hold competitions: "Construction Academy", "Photo stand of my achievements", organizing exhibitions of the created buildings together with children. The results of the competition were summed up by voting of parents and children. All work deserves attention. As a result, the number of families willing to take part in such events has increased. [13]

Due to the insufficient number of robotics designers, the work made by children also has to be preserved - by photographing.

We cooperate with preschool educational institutions, which organize innovative work on robotics. Such meetings are unforgettable for children. Schoolchildren are happy to show how robots work, tell how to make this or that design, and help younger children to work with robotics. Due to such cooperation, another resource for providing robotics has appeared: students with a teacher come to our meetings with their robotics. [14]

As a result of the organization of creative productive activities of preschoolers based on LEGO design and robotics, we create conditions not only for expanding the boundaries of the child's socialization in society, enhancing cognitive activity, demonstrating their successes, but also laying the foundations for career guidance work aimed at promoting engineering and technical professions. [15]

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USE OF THE PIRLS INTERNATIONAL ASSESSMENT PROGRAM IN THE TEACHING OF PRIMARY SCHOOL STUDENTS BASED ON THE NATIONAL CURRICULUM

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ABSTRACT

This article describes the reading literacy of primary school students in the international assessment system PIRLS, its definition, working with texts, text forms, methods of obtaining information in the process of application and "The National Program" is also cited as a practical skill in adapting to the PIRLS program in the education system.

KEYWORDS: *Text, Constructive, Interactive, Combination, Digital Literacy.*

INTRODUCTION

The changes that are taking place in our lives today, the innovations in the education system, and the various challenges we face in education are changing dramatically. The role of educated, experienced and modern-minded high-potential personnel in the country is invaluable through the development of their thinking skills through innovative ideas, the growth of the man-made component in their lives and careers in order to shape our young people in this field. At the heart of meeting the need for such competitive personnel is, so to speak, human capital, the glorious task of discovering its potential and mobilizing it to achieve great goals.

Now that we have moved to the National Curriculum, special attention is being paid to reading literacy in the PIRLS program in order to develop students' creative thinking. First, there is a separate definition of first reading literacy, based on a 2001 study by the IEA International Association, which states that "the ability to understand and use all forms of written language that are valued by the individual or demanded by society". Explained.

In each study, the above definition of reading literacy could be applied to students of all ages and a wide variety of written language forms, but in today's technologically advanced world, an ever-increasing number of textual materials requires the retrieval of information in order to shed light on specific aspects of reading skills and experiences of young learners who have a deep sense of the importance of reading comprehension in school and in daily life. The definition of reading literacy currently used by PIRLS International is as follows: [1]

Reading literacy is the ability to understand and use all forms of written language that are valued by an individual or required by society. The reader is made up of different types of text. They study to learn, to join a community of students like themselves in school and daily life, and to spend time productively.

This approach to reading literacy reflects a variety of theories about reading literacy as a constructive and interactive process. The content of a text is based on a particular way of reading, creating a relationship between the reader and the text. The student is a person who quickly understands the meaning of the text, thinks about the text, is aware of effective reading strategies, and thinks about reading. [2]

The student can read different texts to get an idea of the world around him and himself. Each type of text consists of simple forms and rules that allow the reader to interpret the text. Any given type of text can have many forms and combinations of forms. These include traditional written forms, such as books, magazines, documents, and newspapers, as well as digital forms, which include many ways of communicating through the Internet and websites, where the text is often a variety of multimedia combined with formats.

Nowadays, reading texts or information online is a key part of the school curriculum and the most important way to access information. The new digital literacy is important for reading information online, where the student achieves the goal of reading by finding and understanding the information he or she needs. The Internet is a vast network of web pages. Getting and learning information from the Internet requires understanding what is needed in this complex information. While traditional written textual information is usually limited, online reading is about finding the information you need from an infinite number of texts that require the reader to find direction. Students first find the website they want and then use their ability to work with their own data to move from one website to another (e.g., with lots of information and additional search menus, tabs, and links) performance). [3]

In fact, using the Internet to read a piece of information requires the use of all the skills and strategies needed to read traditional written texts, but in doing so the reader is caught in a situation where more information is available. . Due to the complexity of the Internet, online reading uses different skills and strategies than those required to read traditional written texts.

Whether you read texts online or in writing, allowing students to discuss what they are reading allows them to shape the content of the text in a variety of contexts. Individual or group reading social interactions help students understand and interpret texts and other information. The social environment created in the classroom or school library allows primary school students to broaden their horizons in the learning process by sharing knowledge and experiences with their teachers and classmates. As students talk to their families and peers about information and ideas they have learned from reading, this boundary extends beyond the school. [4]

Update the scope of PIRLS research with each assessment cycle to share with the participating countries their latest ideas and the latest information on their curricula, standards, coverage and guidelines allows This will make the coverage more educationally relevant and will further improve each assessment process.

In order to broaden the horizons of students in the school environment and to prepare them for the international assessment program in our country, it is possible to conduct these tests with the books they read. As an example, below is an example of how elementary school students can be linked to reading literacy from a textbook. [5]

Familiar with the homeland

Muhabbat Hamidova

My name is Firdavs. I was born in the village. My father and mother caress me, but my grandmother and grandfather pick me up. We have a big garden. Apples, cherries, peaches, figs - all fruit trees were planted by my grandmother with her own hands.

My grandmother said that everything should be loved from an early age. Then the child's faith will become an idol, he will recognize the Motherland and appreciate it. He is also ready to defend her, they tell my father over and over again.

- "Grandpa, what is the homeland?" I ask, trying to understand the word that is ringing in my ears.
- "The homeland is the garden where I work with you every day, the street where I play with the neighboring children, the school that educates you, and, finally, the country where my relatives and my whole nation live." It is our Uzbekistan. The whole person of faith feels and respects the Motherland from the heart. She shields and protects her chest if necessary.

My grandfather's words fascinated me.

- Grandpa, if I take good care of the trees in our garden, the flowers in our flower garden, will I take care of my homeland?" I ask excitedly.
- "Of course, the homeland begins at the threshold," said my grandfather, hugging me.

Text-based tests:

1. Who cares for Firdaus more?

- a) Grandmother and grandfather
- b) Father and mother
- c) Grandmother and mother
- d) Grandfather and father

2. What fruit trees are in their large garden?

_____.

3. Who planted these fruits?

- a) Grandfather
- b) Grandmother
- c) Father
- d) Mother

4. According to Firdaus's grandfather, what kind of work does a child's faith become an idol?

_____.

5. Grandfather, what is the homeland?

_____.

6. What did grandparents talk about?

- a) About fruits
- b) About the garden
- c) About Motherland
- d) About defenders of Motherland.

The text quoted above is based on a text from this elementary school textbook. This study, conducted every five years, is a test task based on texts that are important in the development of the child as an independent person, taking into account the international assessment of reading comprehension skills of primary school students. Over the past two decades, the PIRLS survey, which assesses students' reading comprehension levels, has been combined with PIRLS survey data on the environment to enable students to master reading comprehension skills. provides valuable information on how to improve students' reading literacy. [6]

In short, all the information, texts and tests in the article will help to give good results in the upcoming research in our country, as well as help our youth to become spiritually mature and mature, to develop their worldview in all respects. most importantly, we can say that it will make a worthy contribution to the growth of our country's rating in some respects.

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TYPES OF SEMANTIC TRANSFERENCE IN DRAMATIC DISCOURSE (ON THE EXAMPLE OF UZBEK AND ENGLISH TEXTS)

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ABSTRACT

Dramatic discourse is characterized by the full communicative actions of the addressers and the addressees, the consistent and clear expression of the pragmatic program. This article discusses the types of semantic transference in dramatic discourse.

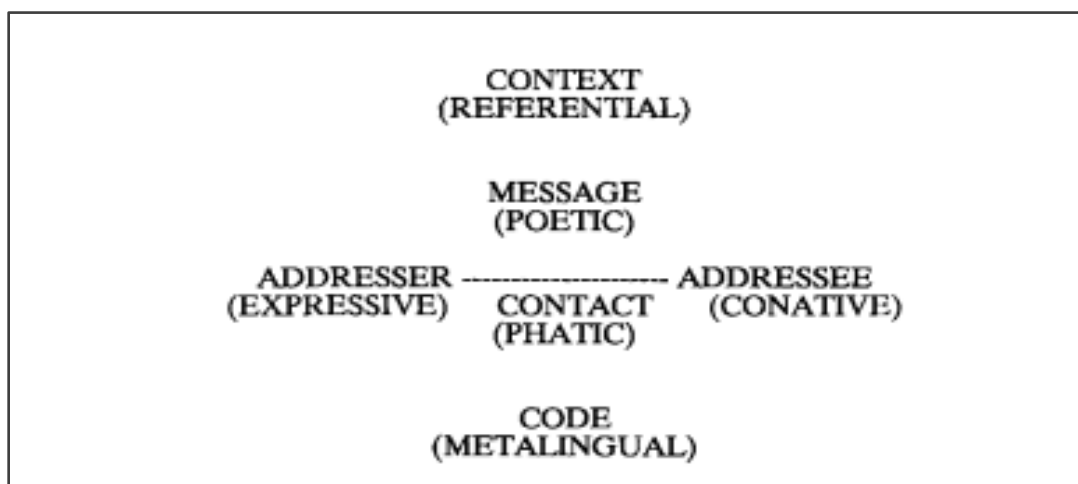
KEYWORDS: *Dramatic Discourse, Lexical-Semantic Units, Expressive-Emotional, Verbal And Nonverbal, Structural, Logical, Pragmatic And Socio-Pragmatic Features.*

INTRODUCTION

In modern linguistics, the term “discourse” is close to the concept of “text”, but refers to a dynamic, time-consuming feature of the communication process; on the contrary, the text is mainly a static object and appears as a result of language activity. As mentioned above, discourse is a “live” speech. Therefore, unlike the term “text”, the term “speech” does not apply to ancient and other texts, their connection is not directly restored with living life [1].

THE MAIN FINDINGS AND RESULTS

Sometimes “discourse” involves two components at the same time: the dynamic process of language activity written in its social context and its outcome (i.e., the text). Sometimes it is not appropriate to replace the notion of “discourse” with the phrase “linked text” because any simple text is in fact interrelated. The speech act theory proposed by J.L. Austin and developed by J.R. Searle, the sequencing of speech described by Shergoff and Sachs, Sinclair and Kulthard, and the imitation proposed by other scholars may be useful theories in evaluating different forms of communication, but none are “The “real” speech features of dramatic discourse, taken from the realm of life, do not fully express drama [2]”. Jacobson identifies 6 elements of a speech phenomenon in discourse: addressee, message, addressee, context, code, and communication. It also distinguishes six functions that correspond to it: expressive, poetic, conative, referent, meta-lingual, and emphatic [3]. Jacobson's model is represented by the following diagram:



According to this model, the addresser sends a message to the addressee. Context can be provided by the addressee for the full establishment of communication. Code, on the other hand, refers to a speech program that is common to communication participants: code and decoding. It is these processes that ensure the formation of discourse communication. In this communicative activity, code and decoding, context creation are structured according to the pragmatic program of the dialogue participants. Lexical-semantic units, expressive-emotional, verbal and nonverbal means can be actively used. Unlike other genres, this process is fully reflected in dramas.

Dramatic discourse is characterized by the full communicative communication of the addresser and the addressees, the consistent and clear expression of the pragmatic program. The structural, logical, pragmatic, and socio-pragmatic, expressive features of spontaneous authorial speech are manifested by the active use of lexical units in their place, their use in a speech situation. Lexical meaning is usually developed by moving the name of an object, sign, action to another object, sign, action [4].

In English, according to Halliday, one of the representatives of the traditional approach to meaning transfer, synecdoche is a small type of metonymy, although there are differences between synecdoche and metonymy [5]. Louis Gossen also evaluates synecdoche as a small form of metonymy, substantiating the dependence of metonymy metaphor on the example of corpus, and according to which the shift of meaning in context is formed in the following forms:

- Metaphor from metonymy;
- Metaphor within metonymy;
- Metonymy and metaphor;
- Metonymy in the metaphorical field [6].

Of course, the scientist does the analysis mainly on the example of corpses. He does not analyze any of them separately. By contrasting the relationship between metaphor and metonymy, Ullman argues that metaphorical meaning formed by a single *as...as* component can give rise to a number of other associative relations, which means that it has different associations, but is not exactly mixed with metonymy [7].

Metaphor typically shapes our mental imaginations and ways of speaking about the world with important cognitive functions. In cognitive and experimental-realist, metaphor is seen as a central

approach. [8] According to the British researcher Kitty, metaphorical and metonymic units that occur in any form of literary genre are a means of rearranging the "furniture" of the mind. According to Gibbs, metaphorical and metonymic conceptualization is a tool that demonstrates people's ability to think creatively in everyday life and in literary speech. It also helps to understand life in a new, emotional-pictorial way in a literary discourse [9]. There are two types of metaphors: linguistic metaphors and private-author metaphors. Linguistic metaphors are a phenomenon associated with language development. "Such metaphors, mainly because they serve as names, do not reflect the stylistic color, expressiveness, and, consequently, the subjective attitude to the subject of speech they express" [10]. Only the scope of meaning of a particular word expands and serves to name new concepts. According to professor M. Mirtojiev, this can be clearly seen when analyzing the differential-semantic method. For example, the verb to bind has the lexical meaning of "tying the ends" - semema. He also acquired the semantic meaning of "adding to the end". There are similarities between the actions they express. That is, the occurrence of derivative meaning is a metaphor. [11]

However, in addition to emphasizing the cognitive functions of metaphorical and metonymic units, we also want to focus on its sociolinguistic, pragma-linguistic features. The reason is that the study of metaphor in a particular context limits the main factors in its emergence. If we analyze the words in such a semantic shift even outside the main context, if we compare them with other speech situations, other languages, we will be able to create and analyze a purely image of naturally occurring metaphorical and metonymic conceptualization. More precisely, we want to emphasize that metaphor occurs in discourse, a form of live communication - in dramatic discourse. It should be noted that such units have not only cognitive, but also sociolinguistic, pragma-linguistic, psycholinguistic, mental-linguistic and linguoculturological functions. [12]

When comparing English and Uzbek dramas, metaphorical units are used in the following situations:

№	Metaphor and metonymy in dramatic discourse		Explanation
1.	(Starting at her anxious face). You are very beautiful, beautiful <i>great eyed-squirrel</i> . She nods brightly, relieved. Hoarding, <i>not muching squirrel</i> . (she mims this delightedly) with highly poolished, gleaming fur, and an ostrich feather of a tail.	Symbolically and to describe the person. According to the external feature	Emotional impact on the listener
2.	Well, You're <i>a jolly super bear</i> , too/ sooooooooooper ,marvelous bear	According to the content feature	Describing the character traits of a person, expressing the meaning of carelessness in a satirical and humorous context
3.	She jumps up and down excitedly, making <i>little paw gestures</i> ! Ooooooh!Ooooooh!	In terms of form and content	Exaggeration of the speech situation
4.	Alison: It started during those first month we had alone together –after Hugh went abroad. It was the one way of escaping from	In terms of content	Assessment of mental abilities

	everything – a sort of unholy priest-hole of being animals to one another. We could become little furry. Creatures with <i>little furry brains</i> . Full of dumb, uncomplicated affection for each other. Playful, careless creatures in their own cosy zoo for two. A silly symphony for people who couldn't bear the pain of being any longer		
5.	Jimmy: Oh, yes, and I know what to tell you – I wrote a poem while I was at the market yesterday. If you're interested, which you obviously are. (To Helene.) It <i>should appeal to you, in particular. It's soaked in the theology of Dante, with a good slosh of Eliot</i> as well. It starts off "I here are no dry cleaners in Cambodia!"	Giving metonymic meaning according to its semantic property	To liken the state of a person to another state
6.	Jimmy: (to Cliff). I suppose you're going over to that side as well. Well, why don't you? Helena will help to make it pay off for you. She's an expert in the New Economics – the Economics of the Supernatural. It's all a simple matter of payments and penalties. (Rises) She's one of those apocalyptic share pushers who are spreading all those rumours about a transfer of power. <i>His imagination is racing, and the words pour out.</i> Reason and Progress, the old firm, is selling out! Everyone get out while the going's good.	In terms of form and content	Figurative assessment and description of a person's imagination, mental ability

Apparently, metaphor, metonymy, and synecdoche appear in dramatic discourse in English in terms of form and content. While the formal aspect expresses external similarity, generality, whole and part relations, the semantic aspect is related to the mental-physiological state, experiences, imagination and thoughts of the protagonists. In dramatic discourse, both form and content, the idea the author is trying to convey is expressed not only through words, but also through the harmony of movement, rhythm, and means of imagery. The table above helps to show and summarize some types of migrations in a dramatic discourse and their forms of occurrence, the speech situation, how the communicative goal is expressed through the image. [13-15]

In Uzbek, the form of expression changes slightly. It is directly influenced by mental, social, linguoculturological factors.

№	Metaphor and metonymy in dramatic discourse		Explanation
1.	One goes to offices I don't know my name, gets into fights with people, and gets nervous. It doesn't stop, it doesn't stop	Symbolically and to describe the person. According to the external feature	Emotional impact on the listener: irony, ironic meaning
2.	SHEEP. You know, Kennoy is gone. This is a house without a wife. There is no order in your dress, no order in your heat and cold, you will not find what you are looking for, damn your father! So, it's hard. That's what Alomatkhon says to his life ... what does he say?	Situation, behavior, according to the content form in terms of nutrition	
3.	SHEEP. That's it, wow! Can one sentence be as long as a bitter gut! Look, it's gone! Where's his ... cassette?	In context, to express a character trait	Tracing is the ability to convey an idea quickly and clearly
4.	Oh, boy! Don't let those who see you say, "He ran away from his wife!" Even if he has a belt around his waist, what a pity he is becoming a seed of anko! Oh, be, be, there is no time!	In terms of form and content	Symbolically, strength, dignity
5.	He picks up the red chip on the sign's shoulder, turns it a couple of times over his head, and shoots it out into the street.) Bozortoy! .. Yes, Bozortoy! Take a look, friend, I have only two words to say! .. Bozortay, my dear friend, take a look! ..	Synecdoche. Conveying the idea in a concise way	Generalization
6.	! .. She doesn't think about herself, she can't say that she's in trouble. Should he be used as a donkey to keep quiet? Is it necessary to oppress him until he dies? No, you are a hard-hearted man, Kochkor aka!	Simulation in terms of content	Used to reveal character edges
	SYMPTOM (invasion). What did you say ?! What are you doing to my head? Yes, blood comes out of your mouth, you're an idiot! Can I have your eye pierced now? Who do you want to reward, old rat? Who do I mean?		

In the process of analyzing the metaphorical and metonymic units expressed in the dramatic discourse, it can be seen that there are some commonalities as well as differences in the Uzbek and English languages. As a distinctive aspect, a formal feature can be obtained. In dramatic speech, metaphors and metonyms are mainly used to provide an alternative to action and speech, to show and reinforce the drama in the character of the protagonists. Usually in prose, poetry, figurative depiction of reality takes the lead. Such units play a key role in expressing a satirical,

humorous mood in a dramatic discourse, or the movement of heroes, the ability to show drama in psychology, the exact revival of the imagination, and the exact direction of the actor on stage. Therefore, the role of metaphor and metonymy, synecdoche, allegory in dramatic discourse is very important. From the above analysis, it can be seen that there are some commonalities in the dramas of both languages in the application function of metaphor, metonymy, synecdoche, or allegory. [16-17]

CONCLUSION

Dramatic discourse as a method of communication is a means of vividly depicting the image of the world on stage. Another noteworthy aspect is that dramatic discourse reflects the form of content in the type of communication. We can interpret our opinion as follows. In the drama, the author's speech, the protagonist's speech, and the speech of the actor performing it are shown step by step. Therefore, the use of imagery, the pragmatic and socio-pragmatic adaptation of speech is different from other literary genres.

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TYPES OF INTERACTIVE METHODS IN DEVELOPING INTERCULTURAL COMPETENCE IN DIFFERENT AGE GROUPS

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ABSTRACT

This article is concerning with mentioning different modes of interactive methods in that enhancing intercultural competence in different age groups. Furthermore, there have been views and explanations of researchers who investigate this field. In this case, some comparison are expressed related to the discussion.

KEYWORDS: *Interactive Methods, Intercultural Competence, Encounter, Conversation, Practice, Language.*

INTRODUCTION

The social and economic developments that have occurred in the world and throughout the world in recent years have resulted in new requirements for experts in several scientific domains, including economists. Graduates in economics must now operate in crisis situations, understand current economic processes, and identify effective solutions to challenges. They must also be capable of leadership, creative work, and decision-making. Students' professional abilities in economics are acquired via a variety of professional disciplines. General subjects, such as foreign languages, are also significant. [1]

To attain these aims, foreign language instruction should employ a variety of approaches; nevertheless, the key developments are associated with the use of interactive methods. [2]

Interactive means that people work together and have an influence on each other. This situation implies dialogue or conversation. Therefore, these methods are aimed at the interaction between not only students and the teacher but also with each other, it requires an active role of students in the learning process [3]. The goal of interactive learning is to create special conditions that encourage all students to participate in the learning process by allowing participants to understand and realize everything that happens, influence each other, and contribute their own ideas after establishing a friendly and mutually supportive relationship. Students in economics are taught to think critically, discuss, assess the conditions and solve tough issues relating to their future professional activity, evaluate opposing perspectives, make informed judgments, and so on through the use of interactive learning methods. [4]

Role play

The academic literature describes certain interactive strategies. Role plays, brainstorming, the case study approach, presentations, and conversations are the most common ways. They foster conversational abilities, logical thinking, and many sorts of intellectual activity such as analysis, synthesis, comparison, and generalization [5]. These student-centered techniques are ideal for immersing students more actively in the acquisition of information, skills, and strategies.

It is well recognized that role plays make the university learning experience more educational and effective, increase interdisciplinary partnerships, connect theory with practical demands of the professional area, and build skills required for future experts. The main component is role acting, which allows for the formation of abilities that are difficult to acquire under normal learning settings. Because business simulation is a method of creating professional activities and modeling their usual linkages, it allows for the development of circumstances for training future specialists that are more sufficient and effective than traditional learning methods. [6-8]

Brainstorming

Brainstorming is another intriguing interactive strategy for establishing professionally relevant attributes in prospective economists and refining their economic thinking. Brainstorming is the collaborative search for the ideas required to solve any situation. The major benefits of this approach (when used correctly) are that pupils appear to be "liberated" - the language barrier evaporates, there is no fear of saying anything incorrect, the constraint disappears, and so on. The brainstorming approach fosters creative and associative thinking, initiative, the capacity to generate a large number of ideas in a short period of time, and the ability to communicate personal views [9]. The "brainstorming" approach varies from the discussion method in that it presupposes the rejection of any critique of ideas.

Case-study

The case-study technique is another engaging interactive strategy that a foreign language instructor may utilize while educating pupils in economic disciplines. Its primary purpose is to teach future professionals how to assess information, evaluate different approaches to problem solving, and select the best solution from among multiple options. [10]

Discussion practice

A conversation practice is another key interactive strategy for teaching English as a foreign language to economics students. Participating in a debate is a professionally relevant communication scenario for economists; also, it necessitates better language skill and a specific degree of professional knowledge, thus such talks should be scheduled near the end of a vocabulary subject study. In most cases, the instructor initiates the debate by bringing up a contentious subject. [11]

Intercultural competence is thus a combination of attitudes, knowledge, understanding, and skills applied through action that enables one to:

- understand and respect people perceived to have different cultural affiliations from oneself;
- respond appropriately, effectively, and respectfully when interacting and communicating with such people;
- establish positive and constructive relationships with such people.

Face-to-face intercultural exchanges need persons drawing on their plurilingual competence, that is, their repertoire of languages and linguistic variants acquired through formal schooling or otherwise. As a result, intercultural competence entails being aware of the function of linguistic abilities in intercultural contacts. It also entails being conscious that, in intercultural contacts (like in other interactions), individuals may have varying degrees of competency in the language(s) being spoken, which can lead to asymmetries or power differentials. More broadly, the languages and cultures that people bring to intercultural encounters impact how they understand and communicate within such experiences. [12]

According to Byram's Intercultural Communicative Proficiency Model (1997, 2003), foreign language teachers are expected to help their students develop competence in manners, activities, and abilities related to intercultural competence while using the target language. The instructor should guide his or her pupils by employing studies that change the students' views about 'others.' The students' purpose is to begin by challenging biases before embarking on an activity of discovery into 'others,' with the ultimate goal of being more inclined to look for and be involved in the 'otherness,' leading to reciprocal ties and conversations. While teaching Intercultural Communicative Competence, it explores models of mutual relations in which learners play a 'social actor' role, experience the reciprocal discovery of the other language and culture, and language classes become a place where learners and teachers can ultimately encourage the idea of democracy and take into account questions about values and morals. [12-14]

CONCLUSION

As a result, it should be mentioned that interactive methods of teaching English as a foreign language to economics students enable active participation of communication parties. This results in the active interchange of professionally relevant information in a foreign language, which cultivates both professional and business communication abilities. According to the findings of the questionnaire, all students believe that interactive techniques are beneficial in English studies because they enliven the process, assist students overcome stage fright, enhance professional skill development, and benefit students' communications in their home language. [15]

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FOR 2041- THE ‘SOCIAL’ IN URBAN DESIGN THROUGH DELHI’S MASTER PLANS

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ABSTRACT

Planning precedes practice and the most observable manifestation of planning is in the urban areas of a country. In this context, a capital city provides exemplary case for research and when observed for a particular aspect of planning; becomes all the more critical, insightful and practical. The present study is such an attempt to see the evolving dimensions of social aspects in planning of the capital of India- Delhi. Delhi became the first city in the country to propagate the Master Planning method since 1962, through its first Master Plan. After this, the city has had two other Master Planning documents with perspectives for 2001 and 2021 respectively. It has now launched its fourth Master Plan for 2041. The present study attempts an examination of these documents to outline the undercurrents in Delhi’s Urban Design for the social dimensions observed in these Plans.

KEYWORDS: Delhi, Master Plans, City, Urban, Design, Planning, Social

INTRODUCTION

The city’s urban form exhibits itself as the physical manifestation of planning, generally relating to fixed elements in space (Dempsey, et al., 2010) [1]. These components can be varied in nature ranging from land use, density, transport, housing, buildings, and other elements which can be integrated into the concept (Dempsey, et al., 2010) [1]. Being the national capital, a city shares an additional purpose to have an urban design (Vale, 2006; Orttung, 2020) [2,3]. Besides, Delhi, was the first city in the country to follow a Master Planning process and was ‘followed’ for urban planning strategy by the cities of the country (Authority, 1962) [4]. The current document is a prospective for 2041 and will be the fourth such for the city (Authority, 2021) [5]. In this regard, Master Planning concept can be observed to have occupied the urban planning scenario since World War II, in the 1950s and 60s, when geographical planning was dominated by a blueprint preparation (Todes, Karam, & Malaza, 2010) [6]. In his famous article -‘The Master Plan: An Impermanent Constitution’, Haar describes the components and significance of the approach in urban planning. In this article, he reiterates the view that development programmes of the ‘New City’ require a sound legislation and the Master Plan is an ‘established element’ in this and that its provisions are reinforced by prominence. Public works, Zoning, Subdivision and Streets are identified as the focus areas of the Plan (Haar, 1955) [7]

A master plan can have numerous connotations depending upon the purpose, but even then there exists a central meaning to the concept which relates to the fact that these documents are

accepted as a method of dealing with land use problems and also that ‘the concept is constantly used’ (Haar, 1955) [7]. Practice and planning are taken synonymous (Solesbury, 2013) [8]. It can be seen as a Plan for an area’s development based on the needs and the resources available. Community participation in plan making is also advocated to be helpful in a number of ways (Jennings, 2004) [9]. It has also been defined as an intelligent prediction of the government authorities to development and in solving the public private issues (Haar, 1955) [7]. Described as ‘one of the best documents’, the uses of a Master Plan are envisaged into six categories as follows:

- a. “Source of Information-
- b. A Program for Correction
- c. An Estimate of the Future
- d. An Indicator of Goals
- e. A Technique for Coordination
- f. A device for Stimulating Public Interest and Responsibility” (Haar, 1955) [7].

With all these, the Master Plan is termed as ‘hortatory’ and to make a plan is taken similar to ‘plan’ (Haar 1955) [7]. They not only impact development but also have to make development happen. This can be done through four ways- ‘public works’, ‘zoning’, ‘subdivision controls’ and ‘protection of mapped streets’. To highlight its further importance, it is termed as an ‘intelligent prophesy’ with regards to reaction of local governments to development (Haar, 1955) [7]. Besides, a number of other functions have been allotted to master plans. They can act as a tool in law making, ordinance for regulating land use and guarding against the random processes. However, they also suffer from deficiencies particularly with regards to not only implementation but also in terms of adoption of other plans and ordinances such as zoning and subdivision plans which need not necessarily comply with them. The vagueness in preparing these Plans is also a problem (Haar, 1955) [7]. The context of social in planning is an entire system in itself and is also synonymous to a specific context of a project in social planning (Kahn, 1969) [10]. In the light of this literature, Master Plans of Delhi can be observed.

OBJECTIVES- Following are the objectives of the study:

1. To observe the Master Plans of Delhi with regards to their content and highlight the focus of planning.
2. To examine the components of social planning in the Master Plan documents.

MATERIALS AND METHODS- The present examination focusses on observing the Plan documents with the perspective of observing how the context of social is there these documents. The content of Master Plans is noted first (Glaser & Strauss, 1967; Glaser, 2002) [11,12] for the Urban Design concept. The organization is not deliberate or purposeful and personal opinions have been highly restricted for a more objective analysis; thereby further restricting the limitations arising out of Lazarfeld’s rule of ‘Interchangeability of Indices’ (Lotz, 1974; Prigogine, 1977) [13,14]. The Master Plans are further independently examined with regards to discussions on planning content in general and involving the concept of social planning in particular. The analysis is qualitative (Glaser and Strauss, 2006; Glaser & Laudel, 2013) [15,16].

The Plan documents are accessed from the Delhi Development Authority website www.dda.org.in.

Of date, Delhi has had four Master Plans; with the fourth one being currently open for public discussion. The 1962 Master Plan is defined as the 'First Comprehensive Plan' for the city (Authority, 1962) [4]. The content of these Plans can be observed broadly in the subsequent points. After the examination of dominant content of the Plan, detailed study of the social components of planning is attempted.

The Master Plan of 1962- It was preceded by the Interim General Plan prepared by the Town Planning Organisation in 1956. A civic survey was conducted before the preparation of Delhi's Master Plan on the guidelines of the Delhi Development Act of 1957. The basic planning aims in this to plan Delhi in the context of its region, decentralisation of employment and checking the encroachment of undesirable and conflicting land uses. Delhi is defined as a 'beautiful city' and its pleasing architecture should not confine to the monumental civic and cultural centres but should be observed in the design of all public and private buildings. (Authority, 1962) [4]. The 1962 Plan was formed on the basis of 'Work Studies' conducted for it. Divided into two volumes, these have been prepared by DDA (under the Delhi Development Act 1957), the Town Planning Organisation and Ford Foundation Team. Volume I begins with 'Preamble' and has sixteen chapters dealing with the following: Chapter One- Origin and Growth of Delhi, Chapter Two- Regional Aspects, Chapter Three- Population, Chapter Four- The Economy of Delhi, Chapter Five- Land use Survey and Analysis, Chapter Six- The Role of Government Employment, Chapter Seven- Business and Commerce, Chapter Eight- Industry and Manufacturing, Chapter Nine- Housing and Neighbourhood, Chapter Ten- Urban Renewal and Development, Chapter Eleven- Education, Health and Recreation, Chapter Twelve- Traffic and Transportation, Chapter Thirteen- Public Utilities and Services, Chapter Fourteen- Rural Delhi, Chapter Fifteen- Financial Implications of the Plan, Chapter Sixteen- Planning Administration (Authority, 1962) [4].

Second Master Plan, 2001- It is titled- The Master Plan for Delhi: Perspective 2001 (Authority, 1996). In 1978, the Planning Cell of the DDA created a separate Perspective Planning Wing for carrying out Plan execution. Works on Plan followed 1979 and undertaken in five phases. There was a focus on preliminary and secondary database studies, aerial survey of Union Territory of Delhi through Survey of India at a scale of 1: 10,000 to serve as a base for land use plan, field surveys, supplementary studies, forecasting, land use standards and land requirements. The issues concerning different sectors were discussed in a number of Working Groups on the following subjects: Water supply and drainage, power, education (higher), education (senior secondary), health, police, security and fire, post and telecommunication, solid waste management, distributive facilities, socio cultural facilities, milk supply, transportation, legal and institutional framework and development code. On the basis of surveys and studies, background papers on five important subjects were prepared in five seminars held during 1981-82 on- Regional Context, Employment, Infrastructure-Physical and Social, Shelter, Transportation. It was also suggested to develop a Perspective Plan with alternative methods which were focussed on regional spread, identifying city's focal functions, analysis of transport and a detailing of population holding capacity.

A Perspective Plan final draft was prepared. Perspective Plan approval Approach to the Plan is divided into two parts as Plan Objectives and Plan Framework. The Objectives of the Perspective

Plan relate to urban poor and other groups and adequate infrastructure, housing and transport; economic development through physical development and channelizing growth of activities such as industries, commerce, distribution and services and Image of the city as capital. These objectives have been further extended into sub objectives and focus on Delhi to be planned with its regional aspect. A balanced development of the city is also proposed through decentralising employment and generating a sync with work and residence. New areas to be created and older ones are to be preserved. Encroachment, conflicting and not required land uses are to be monitored. Delhi is defined as a beautiful city and this should be reflective in all buildings of the city. Besides, ecological preservation, making the city's central area as 'Special Area', Multi modal mass transport and conservation of urban heritage are other proposals.

Third Master Plan, 2021- This was drawn with a Perspective for the Year 2021 and became operational in 2007. The Background Studies of this plan are very significant. Titled 'Sub Group Reports for Master Plan of Delhi 2021', these are combination of reports prepared by the various 'Sub-Groups' formed for the Master Plan preparation. Besides members of the DDA, the members of these groups were also experts from their respective fields. Twelve Sub-Groups were formed for these studies. They were titled- 'Sub-Group on Regional and Sub Regional Aspect, Sub-Group on Demographic Profile and Population Projection, Sub-Group on Shelter, Sub-Group on Conservation and Urban Renewal, Sub-Group on Traffic and Transportation, Sub-Group on Social Infrastructure, Sub-Group on Trade and Commerce, Sub-Group on Industrial Aspects, Sub-Group on Environment and Pollution, Sub-Group on Physical Infrastructure, Sub-Group on Mixed Landuse and Sub-Group on Development Control' (Authority, 1996) [17]. The Plan has aim to make Delhi a 'world class city and a global metropolis'(Authority, 1996) [17]. It also envisages Urban Action Planning with participatory planning (DDA 2007). Creation of four Policy Zones is also advocated: - i. NCT of Delhi, ii. Central National Capital Region - Central NCR, iii. Highway Corridor Zone, iv. Rest of NCR (DDA 2007) (Authority, 2007) [18]. Housing, informal settlements and provisions for weaker sections of the society have been given a lot of significance in this document.

Fourth Master Plan of Delhi- 2041- It envisages the Master Plan as the central focus of Delhi's planning while its implementation is forwarded as a 'collective responsibility' of various agencies engaged in Delhi's development. The new Master Plan attempts to build upon the prior Master Plans. It has two volumes as follows:

The First Volume highlights a Vision for 2041 through an 'Enabling Policy Framework'. The Second Volume highlights a 'Spatial Development Strategy and Action Plan' for the city (D.D. Authority, 2021). It is open for public discussion now (Authority,n.d.). There are two Volumes of the Plan document. Volume 1 has six sections comprising of provisions for-'Environment, Economy, Heritage, Culture and Public Spaces; Shelter & Social Infrastructure, Transport & Mobility, and Physical Infrastructure'(Authority, 2021). Volume 2 has three sections comprising of- Spatial Development Framework, Plan Monitoring and Evaluation; Development Code & Development Control Norms.

It begins with government initiatives in the form of urban programmes, including the 'Ease of Living Index' and highlights the position of Delhi in its regional framework (Authority, 2021) [5]. Prepared with the help of 'baseline assessment', background studies, SWOT analysis and opinions of people; the current Plan next identifies the Key Focus Areas as- 'Environment, Water, Critical Resources, Mobility, Housing, Built Environment and Public Spaces, Heritage

Assets, Vulnerability, Economic Potential, and Monitoring and Evaluation’ (Authority, 2021). The vision for Delhi as ‘Vision 2041’, is to ‘Foster a Sustainable, Live able and Vibrant Delhi’ (Authority, 2021) [5]. There are goals which will be pursued over the Plan period. Combined, the vision and goals will be achieved through six objectives mentioned earlier pertaining to Environment, Economy, Heritage, Culture and Public Life; Shelter and Social Infrastructure; Mobility and, Physical Infrastructure (Authority, 2021) [5].

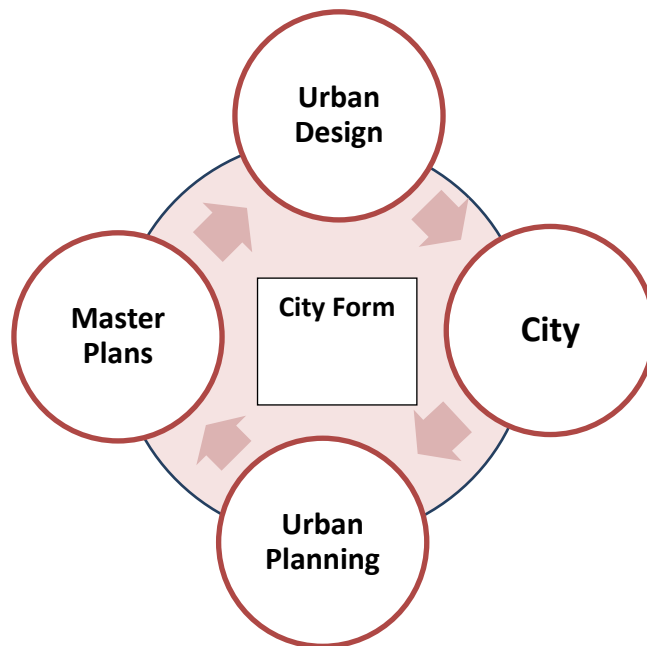
It also lays down key directions related to Holistic Spatial Development, Strategic Approach to Development, Mixed use for optimal space/land utilisation, Private Sector Participation in Development and KPI based plan monitoring (Authority, 2021) [5]. Newer aspects have been added in the form of concerns for environmental assets- green and blue, addressing climate change to mention specifically. Further, detailed provisions have been given for economy, environment, spaces, mobility and other concerns. It is a detailed document highlighting the specificities of each of the sectors as focussed in the objectives through its volumes (Authority, 2021) [5].

OBSERVATIONS-

Urban Design and the Social Context of Planning- The element of Urban Design lends itself as the initial aspect of any urban study. Urban Design is forwarded as the most impactful aspect of the urban space and the development of its nature over a period of time provides a ‘character’ to the city (Lang, 2005) [19]. These projects can be either in the form of Master Plans or small street level plans (Group, n.d.). The built environment is a manifestation of human requirements (Lang, 2005); involving both design and orchestration of the sum total of urban areas (Group, n.d.). Besides dealing with the somatic, urban design and designing process are not free from the dominance of political and social concerns while catering to the specific clientele. Since it deals with total urban space, all spaces come under purview (Lang, 2005) [19]. Urban design can be fact based, definition based, illustrating and even inspiring (Group, n.d.).

It can be seen as ranging from philosophies to movements which have been followed in different parts of the world and are quoted often to indicate urban design aspects. Burnham’s ‘White City’, Ebenezer Howard and the ‘Garden Cities’, Unwin and Parker’s extension of Garden City Plan (Fairfield 2018) [20], The City Beautiful Movement in USA are some examples of the follow up of urban design approach with urban planning in its background. This lends them the role of providing places for the public, linking, enhancing, developing the landscape and doing investment which can be possible enough to bring changes (Group, n.d.) [21]. Many studies separate urban design from urban planning but on the whole the aim is enrichment of urban life (Lang 2005; Rapoport 1977) [19,20].

Urban form at times is also taken as separate entity from urban structure which includes streets, blocks, buildings and various other kinds of spaces; scale and spatial are more related to urban form in this context (Zivkovic 2019; Washington, n.d.) [23,24]. Planning involves organization of existing city space as per the different requirements and is observable in the ‘eikonic’ aspects of the built up of the city and are observed in symbols, signs and other similar dimensions (Rapoport, 1977) [22]. The ‘total design’ of the city is an outcome and sum total of all features and processes involved for the city (Lang, 2005) [19].

Figure1. Conceptualising Urban Design-**Source- Author, 2021**

In its criticism, Urban Design concept is forwarded as ‘partisan and ‘polemic’ (Carmona, 2013) [25]. Despite, criticisms for its methods or even theoretical underpinnings, it can be emphatically said that Urban Design cannot be overlooked for being just a concept. Social planning is conceptually related to planning works related to improvements in society’s quality of life (Hardina, 2017) [26] and solving social problems (Kansas, 2022) [27]. Social planning also requires community participation and this can lead to an effective policy, community ownership, can create community relationships while also helping in overcoming the negative externalities associated with this kind of planning (Kansas, 2022) [27]. While planning is associated with policy formulation and its realization takes place through rationalization, it is much more than economic planning (Sharma, n.d.) [28]. Components of social planning can be observed in its various approaches which can range from sectoral, area development approach to integrated (Sharma, n.d.). [28].

Observations on the Social Dimensions in Delhi’s Urban Planning- The Master Plan of Delhi documents of 1962, 2001, 2021 and 2041 form the base of study and are observed for their focus of planning. A Word Cloud Analysis is attempted. The word size in the diagram is an indicator of the frequency of the word in the document. The focus of the Master Plans since the inception of planning can be observed to be focussed around ‘Delhi’ and ‘Area/s’ as can be observed in Figure 2. and appear to be the main concern. This is a clear indicator of physical aspects of planning which relate to land, land use, land use premises and distribution of activities in space. The focus of planning can be observed to be revolving around these aspects in 1962, 2001 and 2021 perspective Plan documents as can be seen from Figure 2. Qualitative analysis has been attempted (Scott, 2009; Bertero, 2012; Collins & Stockton, 2018) [29,30,31] in this context.

Delhi (272)	Upto (411)	Areas (413)	Public (545)
Land (236)	Parking (384)	Development (388)	Water (537)
Proposed (216)	Delhi (378)	II (358)	Areas (524)
Acres (183)	Modified (376)	Plan (296)	Waste (522)
Plan (169)	Facilities (344)	Land (231)	Development (507)
Residential (162)	Dated (337)	Parking (222)	Facilities (462)
Development (161)	Land (333)	Facilities (220)	Plan (430)

Source- Author, (MAX QDA Software) 2021

The evolving aspects of planning can be observed in this analysis in Table 1. Thus, it can be fairly concluded that the Plans focus more upon the aspect of physical planning and the 'social' is observable in consonance with physical planning. Different dimensions of the social context are observed with regards to aspects which run parallel to physical dimensions. There are similarities with sectoral planning in which health and education are observed as the focus. The main social aspects of planning as observed in these documents have been summarized in Table 2.

TABLE 2. ASPECTS OF SOCIAL PLANNING OBSERVED IN MASTER PLAN DOCUMENTS

Master Plan	Social Components of Planning
1962	Cultural Unity, Schools, Dispensaries, Low Income Group Housing, Community Facilities & Services, Population Density, Social Cohesion, Healthy Social Living, Unifying Common Interests, Healthy Environment within Walking Distance, Places of Historical Interest, Natural Beauty Spots, Green Linkages, Existing Parks, Environmental Hygiene, Reconstruction, Open Spaces, Conservation, Rehabilitation, Redevelopment, Socio- economic Surveys, District Parks, Schools, Colleges, Hospitals, Shopping, Cinemas, Restaurants, Residential Density Allocations, Existing Orchards, Demolition of Dilapidated Structures, Improving Slums, Strengthen Rural Economy, Urban Villages, Mass Transit, Local Parks & Playgrounds, Picnic Spots, Regional Parks, University & College Education, Research Institutions, Hospitals, Police Stations, Health Centres, Fire Stations, Post & Telegraph Offices, Telephone Exchanges, Community Halls Public Utilities & Services (Water, Power, Sewerage, Wireless & Radio Transmitting Stations, Cremation & Burial Grounds, Dumping Grounds & Sanitary Fills), Public Health, Safety, General Moral & Social Welfare, Group Housing, Community Structure with Self Contained Planning Divisions, Cultural Centres.
2001	Safe, Convenient & Lively Surroundings, Socio- Economic Environment Improvement & Transformation, Employment & Residential Areas Relationship, Holding Capacity of Urban Areas to be checked, Low Cost Housing, Education, Health, Recreation & Other Facilities, Socio- Economic Compatibility, Housing, Community Module, Resettlement Colonies, Unauthorised Colonies, Urban Villages, Urban Design of Walled City, Upgrading of Physical and Social Infrastructure, Conservation & Restoration of Historical Buildings, Revitalisation of Residential Area, Creation of Walled City Extension, Community Centres as Utility Buildings, Public Utilities,

	Social Infrastructure Creation, Socio- Cultural Facilities, Enhancement of Environment, Creation of Sports Activity Provisions, Conservation Aspects, Community Life, Safety & Convenience, Pollution, Air Safety , Accessibility, Pedestrian Movement, Hierarchy in Urban Development, Rural Areas, Land Use Plan, Special Area Plan, Landscaping, Regional Parks, District Parks, Play Ground, Stadium & Sports Complex, Other Social & Cultural Provisions, Monitoring Framework
2021	Quality of Life, Housing, Unauthorised Colonies, Synergy between Transport and Work, Conservation of Heritage, Health Infrastructure, Education Facilities, Sport Facilities, Shelter, Housing for Urban Poor, Slum Upgradation, Standards for Planning of Space for Social Services, Night Shelter, Hostel, Guest House, Informal Sector Provisions, Green Areas, Recreational Areas, Multipurpose Grounds, Amusement Park, Conservation of Built Heritage, Conservation Strategy, Heritage Parks, Archaeological Park, Special Conservation Plans, Disaster Management, Development Controls, Management Action Groups, Local Level Participatory Planning Group, Social Housing Group
2041	Social Infrastructure, Social Media, Citizen Health, Healthy Environment, Persons with Disabilities, Public Spaces, Safety, Regeneration, Liveability, Adaptation to Climate Change, Cultural Development, Tourism, Active Public Life, Social Infrastructure in Dense Areas, Walkable, Mix Use Neighbourhoods, Mix Land Use, Pollution Control, Cleaner Environment, Active Life Style, Reducing Disease Burden, Environmental Awareness, Connect with Nature, Space Availability for Leisure, Physical and Social Activity, Interactive Zones, River People Connect, Earmarked Locations, Archaeological Parks, Cultural Resource Management Plans (CRMP's), Historical Gardens, EIA, protecting trees, Special Greening Projects, Recharging Aquifers, All-abilities Parks, Greening of Public Areas, Encouraging Greening, Vertical Farming, Z- Farming, Cultural Hubs, Transit Hotspots, Market Places, Recreation Hubs, City Level Circuits, Nightlife Circuits, Public Art, Public Spaces, Public Life on Streets, Public Plazas, Privately Owned Public Spaces, Shelter, Unauthorised Colonies, Shared Mobility, Local Solid Waste Management, Minimum Waste Localities, Essentials, Disaster Preparedness & Resilience

Source- Author, 2022

This analysis can be extended further to observe the Plan documents in detail and find which aspects of 'social' have found mention and in what form. This is done in detail as follows:

- **The First Master Plan- 1962-** The document was an outcome of post independence concerns that the city of Delhi was facing. It represents a detailed Plan for the city with regards to planning of land and land use provisions were also provided. Besides, the aspect of social is represented in many forms as shown in Table 2. Here, the main concerns have been related to the settling of the huge influx of refugee population that came into the city post partition, improvement of existing slums and dilapidated housing. It also highlights simultaneously to preserve the green spaces and buildings of historical significance. Another focus which is repeatedly observed in the Plan relates to the development, preservation and

expansion of parks and existing orchards. With this are also added the public utilities related to education and other services (Authority, 1962) [4].

- **The Second Master Plan-** The city is highlighted as a symbol for the country. To improve economic capabilities and share the benefits of modernization, the city is suggested to have a meaningful transformation of its natural and built environment. A systematic and continuous observation of unplanned growth and settlements is highlighted. An appropriate balance is suggested between the physical and social infrastructure of the city which is a new development as compared to the last Plan. Conservation of Urban Heritage and mass transit development are suggested. It is also acknowledged that the city was facing an immense pressure of in-migration and for this a balanced regional development is mentioned. Therefore, a redistribution of activities in space is forwarded along with an expansion of existing urban areas and with an increase in the population holding capacity. A Socio-Economic Compatibility through such neighbourhoods is suggested. Various kinds of housing dealing with shortage, squatters, individual housing, group housing, cooperatives, partially built plotted housing and replacement houses are suggested to be considered with regards to affordability, land utilisation flexibility and equity. Specific planning measures are mentioned for housing in unauthorised colonies, urban villages, Lutyens Delhi and in the Development Housing Areas. The main focus is observed for housing provisions of various kinds with an improvement of Social Infrastructure. A variety of health facilities in the forms of hospitals, education facilities, postal services, safety in the form of policing and fire are suggested. Socio-Cultural facilities to be promoted are observed as Community Room, Community Hall, Library, Recreation Club, Music, dance and drama centres, Meditation and Spiritual Centres, and Socio Cultural Centres creation. An enhancement in the quality of life through social and physical environment enhancement is highlighted. Enhancement of sports infrastructure, introduction to various kinds of pollution and management and the creation of a urban hierarchy in the form of Housing Area, Housing Cluster, Neighbourhood Facilities are specifically mentioned. Detailed provisions for social facilities are also given. It also mentions a Monitoring Framework for identifying physical and socio economic change in the city (Authority, 1996) [17].
- **The Third Master Plan-** This Plan forwards a purpose oriented transformation of socio-economic environment. A better quality of life and housing for the weaker sections and sustainable development with public- private and community partnership are amongst the Visions of this Plan. The regional development focus dominates the Plan along with measures for Delhi Urban Area, Urban Extension, Special Areas and Villages and city's population finding pertinent mention. Distribution of housing types is discussed in quite detail as social provisions. This includes Slum Rehabilitation, New Housing for Urban Poor, up gradation of houses, Group Housing, Employer Housing and others. Space standards for social facilities are mentioned. Besides, the provisions of earlier Plans, wholesale trade, the formal and informal market sector find a specific mention. Planning norms and standards for recreational areas and parks, parking standards also find a detailed mention. Besides, there is a specific chapter on Social Infrastructure in the Plan which is a newer addition. It deals with similar earlier provisions such as health, health infrastructure, education, sports, post and telegraph services, security (police), planning norms and standards of construction of health facilities. For the first time, there is a mention of disaster management and post disaster preparedness for the city along with the setting up of a Disaster Management Centre for the

city. The detailing of development controls for Distributive Services and Socio-Cultural Facilities find a detailed mention. The formation of Management Action Groups is advocated for addressing Social Infrastructure monitoring related to Mortality Rate, Infant Mortality Rate, access to safe drinking water and low cost sanitation, solid waste removal, police and fire services distribution, old age homes, hostels for working women and adult education centers (Authority, 2021) [5].

- **The Fourth Master Plan-** The current Plan as mentioned above is divided into volumes. Volume 1 has a specific section devoted to Shelter and Social Infrastructure which targets at its improvement as an objective of the Plan. The formation of this Plan has been initiated through social media as well. Its Key Focus areas mention citizen health as a concern and improving mobility especially for persons with disabilities, elderly and children. It emphasizes on accessible and safe public spaces, preservation of assets and adaptive reuse with an enhancement of public life. The Key Features for attaining the objectives of heritage, culture and public life relate to identification of areas with cultural significance, preserving and regenerating cultural zones and active for public spaces with safety. Through Shelter and Social Infrastructure regeneration, affordable housing near to mass transit, provision of stay close to education or work centers, and simplifying norms for this infrastructure. It also tends to mention controlling various kinds of pollution in the city and citizen's participation in this is highlighted. The document is the first in the category to mention public access to natural environment without harming it, mentions temporary activities such as yoga, nature classes, camping, biodiversity; and limits public accessibility to ecologically sensitive and other significant areas. Preservation of Eco-cultural assets with protecting of trees of the city, measures for reduction of impacts of development, mandatory Environmental Impact Assessment (EIA), creation of new green-blue assets, an increased active use of spaces, active recreation, sports, increased involvement of RWAs in enhancing the green-blue features of the city, creation of park clusters, promotion of urban farming and building of community gardens. Health and education also find mention in the economy of the city. Other areas of focus related to social design are heritage, development of cultural hubs, and public spaces are focused to be created and turned to active spaces. A hierarchy of social infrastructure is also mentioned. Besides, there are other provisions related to Social Infrastructure related to utilities as in earlier Plans (Authority, 2021) [5].

OBSERVATIONS- It can be observed from the above analysis that with the exception of the First Master Plan, all other Master Plan documents were prepared in independent circumstances. They also had ample scope to incorporate multiple dimensions of the aspect of social planning and its components. Urban planning cannot only deal with the physical resources and activities but people are its integral part. While the First Plan did have limitations, owing to existing circumstances, the subsequent Plans had an broader scope of detailing urban concerns. Although they have incorporated these dimensions, they appear to be running parallel to physical dimensions of planning.

Studies like the current one are not readily observed as basically it is urban planning which is more commonly discussed rather than the documentation on which they are based. The study observes that the social aspect of urban planning can be detailed further as land use and allocation of space as per development norms finds more strength in the Plan documents. Delhi, being the capital city of the country, requires such examinations in detail and in multiple forms.

Also, Delhi gave a prototype of urban planning to the country and capital cities set example for a country. In all such regards, individual and comparative analysis hold importance to observe the actual basis of planning to determine its success.

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TRIZ TECHNOLOGIES AS A MEANS OF DEVELOPING THE GRAMMATICAL STRUCTURE OF SPEECH IN OLDER PRESCHOOLERS

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ABSTRACT

The relevance of this work lies in the fact that the timely formation of the grammatical structure of the language is one of the priority tasks in the development of a child's speech, since well-formed speech contributes to cognitive development, as well as the development of verbal communication and thinking. Modern technologies for the development of grammatically correct speech make it possible to translate the traditional way of learning into an active one. One of such technologies is the theory of inventive problem solving.

KEYWORDS: *Grammatical Structure Of Speech, TRIZ Technologies, Preschoolers.*

INTRODUCTION

Speech development has been and remains an urgent problem in our time. Currently, there are many different methods by which you can develop speech in preschool children. After all, the most important condition for the development of children's speech activity is the creation of a speech environment and an emotionally favorable situation that contributes to the formation of speech skills and is designed to actively develop speech and participate in communication with surrounding peers and adults. The closest, important, accessible, exciting and leading activity for preschoolers is a game. And there is a relationship between the game and speech: on the one hand, the child's speech develops and is activated in the game, on the other hand, the game itself is improved under the influence and enrichment of speech. [1]

At present, the principles of preschool education are being revised, and the general informatization of the population is taking place. This applies not only to schooling. New games and entertainments have appeared in the system of education of preschool children. Children easily master information and communication tools, and it is difficult to captivate them with traditional visual aids. [2]

A speech therapist should look for interesting for children and at the same time simple and exciting ways to develop the speech, mental qualities of the child. Against the backdrop of a rapid leap in the development of Internet technologies, it is currently difficult for children to be interested in ordinary didactic games, and even more so it is impossible to force them to learn the material if the purpose of studying it is not clear. In their work, a speech therapist needs to use a variety of techniques and methods. [3]

One of the modern, exciting and accessible teaching methods is TRIZ technology - the theory of inventive problem solving. It was developed by the inventor and science fiction writer Genrikh Saulovich Altshuller in 1946. In his opinion, every person can be taught creative activity. It is only necessary to acquaint him with the methods of creative imagination and teach him how to solve inventive problems. TRIZ is not a strict scientific theory. It is a generalized experience of inventing and studying the laws of the development of science and technology. [4]

The theory of inventive problem solving gave a very strong impetus to the development of technologies in pedagogy related to the development of creative processes in preschool children in various subject areas. An individual feature of this pedagogical system is that the child learns generalized algorithms for organizing his own creative activity.

The richness of his speech can be considered one of the main indicators of the level of development of the child's mental abilities. Therefore, it is important for adults to support and ensure the development of mental and speech abilities of preschoolers. [5]

The goal of the theory of inventive problem solving is not just to develop the imagination of children, but to teach them to think systematically. Classical TRIZ technology has many years of experience in different countries. The theory of inventive problem solving makes it possible to show their originality, uniqueness, teaches children to think outside the box. TRIZ develops such moral qualities as the ability to rejoice in the success of others, the desire to find a way out of a difficult situation, the desire to help. The TRIZ methodology allows you to gain knowledge without overload, without lengthy memorization. [6]

The sooner we begin to stimulate and develop creative thinking, the higher the level of cognitive activity will be, the faster a smooth transition from concrete thinking to abstract thinking will be.

The methodology of the theory of solving inventive problems has both individual and collective methods of activating activity. Almost all TRIZ methods can be used outside of traditional classes, without focusing the child on the fact that at the moment he is solving any problem.

In the methodological literature, the use of TRIZ technology is noted:

- In the education of children's creative personality traits;
- In the correction of the correct sound pronunciation;
- In the formation of a dictionary;
- In the development of lexical and grammatical means of language and coherent speech;
- In the development of elementary mathematical concepts;
- In the development of constructive activity.

The main TRIZ methods used in working with children:

- Brainstorm,
- Method of focal objects,
- Spelling analysis,
- The method of empathy,
- Trial and error method,

- MMP technique (modeling by little men),
- Robinson method,
- TRIZ games.

The Brainstorming method was proposed by the American scientist A. Osborne. This is an operational method of solving a problem based on stimulating creative activity, in which the participants in the discussion are asked to express as many solutions as possible, including the most fantastic ones. [7]

Tasks:

- Develop children's communication skills: the ability to argue, hear each other, express their point of view without fear of criticism, tactfully assess the opinions of others, answer questions from the teacher, etc.
- To develop in children the ability to analyze.
- Stimulate creative activity in search of a solution to the problem.
- To form the ability to give a large number of ideas within a given topic.

The essence of this method is to give a free exit to thoughts from the subconscious, to create conditions that unchain the child. Inventive tasks should be accessible to children by age.

Brainstorming topics might include:

- How not to get wet in the rain;
- How to put out a fire if there is no water in the house;
- How to prevent a bear from climbing onto the tower and destroying it.

Brainstorming rules:

- 1) Exclusion of any criticism;
- 2) Encouraging the most incredible ideas;
- 3) A large number of answers, suggestions;
- 4) Other people's ideas can be improved.

The analysis of each idea is based on the assessment of "good - bad", i.e. something in this sentence is good, but something is bad. Of all the solutions, the optimal one is chosen, which allows solving the contradiction with minimal costs and losses. The results of brainstorming should certainly be reflected in productive activities: drawing, modeling. [8]

The brainstorming method can be used to solve various speech therapy problems, in particular, the formation of the grammatical structure of speech.

We note that at present, language acquisition, in addition to the traditional development of lexical, grammatical and speech skills, implies the development and mastery of the principles of fixing cognitive activity by language means. [9]

In other words, this method is good in the language emancipation of the child, in the ability to build a detailed phrase using the entire arsenal of learned grammatical units. Concretizing the

improvement and correction of grammatical skills by means of brainstorming, it is noted that the teacher can analyze the morphological properties of language units, the rules for expressing grammatical meaning by language means, the analysis of syntactic structures used by children in the process of solving a creative problem, when the child's control of the correct use of language units fades into the background by discovering well-established automated skills. [10]

Lull circles are one of the means of developing the intellectual and creative abilities of children, proposed by the authors of TRIZ and RTV for use in preschool institutions. This manual introduces an element of the game, helps to maintain interest in the material being studied. The technique is based on the invention of Raymond Lull (14th century, Italy) and was called "Circles of Lull". [11]

From 2 to 4 circles of different diameters are strung on the rod. A pointer, limiter or arrow is set on top. All circles are divided into the same number of sectors (for young children, the circle is divided into 4 sectors). Pictures (drawings, objects of the surrounding world) are placed on the sectors. The circles and the arrow move freely independently of each other. At will, you can get different combinations of pictures located on sectors, and combine seemingly incompatible objects. [12]

The main goal: the development of attention, oral speech skills, fine motor skills of hands, imagination. In addition, there is a mastery of the way of knowing the world, the formation of skills that allow you to independently solve problems that arise.

Rings of Lull can be used to teach children to correctly coordinate adjectives with nouns and numerals, to understand and use prepositions in colloquial speech, to be able to form words using prefixes and suffixes, to correctly coordinate adjectives and nouns in gender, number and case. [13]

Some variants of games with Lull rings:

- Pick a picture. Learn to divide words into syllables and determine their number in a word.
- "Sign subject". Expand the vocabulary of features.
- "Who did what?" Learn to form prefixed verbs.

Work with Lull's rings can be carried out in all blocks of the educational process: in correctional classes, in individual work with children and in independent play activities of children. The planning of a particular game is carried out depending on the correctional tasks being implemented at the moment, and violations of the grammatical structure of speech in specific children.

For the formation of lexical and grammatical skills, the following Triz games and exercises are used.

Exercises for the formation of the ability to identify the functions of an object, the ability to coordinate words in a sentence and the use of lexical material to build syntactic constructions. For example, "Search for analogues" - you need to name the object and as many of its analogues as possible, similar to it in various essential features. For example: the ball is an apple (shape), a hare (jumps), a tire (made of rubber), etc.

"Search for the opposite object" - it is necessary to name the object and as many other objects as possible that are opposite to it. For example: snow - wool (cold - warm), coal (white - black), metal (light - heavy), stone (soft - hard), etc. [14]

"Good - bad" - an object is taken that does not cause persistent positive or negative associations among the players, and as many positive and negative sides of it as possible are named. For example: a scarf is soft, warm, beautiful... prickly, can be caught, torn.

When children select words denoting the qualities and properties of an object or phenomenon, children, building explanatory speech, create various syntactic constructions, automate the skills of the correct use of various word forms.

The use of exercises based on the methods of developing creative imagination in TRIZ pedagogy contributes to an increase in the level of communicative competence, the development of verbal and mental activity, memory, the active use of lexical and grammatical language material in communication, together with the development of creative activity and free fantasy.

It is important to note that the RTV TRIZ methods, which are tools of TRIZ pedagogy, make it possible to see lexical and grammatical phenomena in a complex, apply them systematically, and not only within the framework of one specific topic, which is also not a mandatory exception. The teacher has the right to independently vary the wording of tasks, the lexical material within the exercise, grammatical and speech structures, work modes and, if necessary, use TRIZ-exercises regarding the topic of interest.

It is possible to single out the stages of participation of a speech therapist (educator) in games with "Speech Circles":

Considering the use of TRIZ exercises in speech therapy classes, we determine the scope of participation of a speech therapist in organizing game exercises:

"The speech therapist (educator) is directly involved in the game. Offers it, tells the rules, its development, ending, distributes participation, helps to formalize it verbally; speech therapist (educator) indirectly affects the behavior and speech of children, participating in games in secondary roles. Children choose a leader, set the order in game actions, and draw up the result of the game in speech; speech therapist (educator) exercises general control in class or in free play activities. Children independently plan, develop and complete the game, accompanying it with statements and using speech skills and abilities acquired in the course of corrective speech therapy work; a speech therapist (educator) provides teaching guidance for speech games and creates a condition for the manifestation of children's speech activity, deepening and expanding their gaming interests, for mastering the skills of voluntary behavior and educating correct speech. [15]

Thus, the use of such elements as brainstorming, Lull's circles and TRIZ games facilitates the assimilation of the material, contributes to the development of speech skills and abilities in children of senior preschool age with general speech underdevelopment of the III level. These methods increase children's interest in knowledge and make the learning process easier. Many complex theoretical provisions of Russian grammar, with the skillful use of TRIZ methods, become accessible and understandable for preschoolers, which increases the effectiveness of speech therapy work with children.

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THE ROLE OF THE FAMILY IN THE DEVELOPMENT OF A PRESCHOOL CHILD

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ABSTRACT

The author notes the importance of the family as an institution of education, because the child stays in the family for a significant part of his life, and in terms of the duration of his influence on the personality, none of the institutions of education can be compared with the family. The final result of education is largely determined by the style of family education.

KEYWORDS: *Family, Child's Personality, Style Of Family Education.*

INTRODUCTION

Every child starts in a family. And not even in the literal, physical sense - he was born here. In the family, children receive the first ideas about the world and life in it. The family is the first team that forms children's skills and habits, lays down character traits, develops emotions, feelings, instills moral and spiritual ideals, teaches to interact with others, and lays down a program for the child's future success in life. Therefore, the role of the family in the harmonious upbringing of the child is difficult to overestimate. [1]

The importance of the family as an institution of education is due to the fact that the child is in it for a significant part of his life, and in terms of the duration of his impact on the personality, none of the institutions of education can be compared with the family. What a child acquires in the family in childhood, he retains throughout his subsequent life. [2]

The family is the first school of a child's life. Parents are the first teachers and educators. The force of their influence on the developing personality of the child is exceptionally great. [3]

This topic has always been, is and will remain relevant. After all, it is in the family that a preschool child receives the first life experience, makes the first observations and learns how to behave in various situations. [4]

Preschool age is the subject of close attention of many scientists, teachers and practitioners as the most important and responsible period in a person's life. During this period, the most important is the influence of the existing system of intra-family, as well as child-parent relationships. [5]

After all, it is during preschool childhood that self-awareness develops, self-esteem is formed.

The final result of education is largely determined by the style of family education. The style of family education is an individual manner of dealing with a child by parents, a way of implementing pedagogical influences in the conditions of a specific educational potential of the

family. The choice of style is influenced by the traditions of the families in which the parents themselves were brought up, the psychological characteristics of the father and mother, the level of education and pedagogical literacy of the parents, the value system of a particular family, etc. [6-9]

There are 3 main parenting styles:

Authoritarian style. This style is based on the suppression of independence, the initiative of the child, the requirement of unquestioning obedience, strict discipline, the use of prohibitions and punishments as the main methods of influence. Children in such families grow up obedient, disciplined, but this is blind obedience, often based on the fear of being punished. [10]

Liberal style. Proclaims the absolute freedom of the child in the choice of value orientations, actions, actions. Parents are not inclined to control their children, they do not require responsibility, independence, self-control from them. Children become undisciplined, and often uncontrollable, they show aggressiveness, they are characterized by immaturity of judgments, constant discontent. [11]

Democratic style. This style of education presupposes the unity of the rights and obligations of the child, expresses an optimistic view of his capabilities and prospects, and stimulates his independence and activity. Parents try to get to know their children better, find out the reasons for their good and bad deeds, and require meaningful behavior from children. Children are energetic, inquisitive, self-confident, they have developed self-esteem and self-control, they easily establish good relationships with peers. [12]

What style of education will be in a particular family depends only on the parents themselves. If parents can choose the right approach to the child, taking into account his character, temperament and interests, the result of such upbringing will be a healthy and happy child. [13]

The role of parents in the upbringing of children is very important - it is on them that the development of the life scenario of the growing baby depends. The family is traditionally the main institution of education. What a child acquires in the family in childhood, he retains throughout his subsequent life. The importance of the family as an institution of education is due to the fact that the child lives in it for a significant part of his life, and in terms of the duration of his impact on the personality, none of the institutions of education can be compared with the family. It lays the foundations of the child's personality, and by the time he enters school, he is already more than half formed as a person. The family is a powerful factor in the formation of personality, the development of universal and individualized qualities in it, because in the family the child first learns the norms of behavior, relationships and feelings, towards himself and others. The family provides primary education, physical, psychological and, in general, social protection and support for children. Good parents raise good children. Future parents think that they can become such by studying special literature or mastering special methods of education, but knowledge alone is not enough. Parents constitute the first social environment of the child. Parents' personalities play a significant role in the life of every person. It is no coincidence that we mentally turn to parents, especially mothers, in a difficult moment of life. That is why the first and main task of parents is to create confidence in the child that he is loved and taken care of. Never, under any circumstances, should a child have doubts about parental love. Deep constant contact with the child is a universal requirement for education. The basis for maintaining contact is a sincere interest in everything that happens in the child's life. Contact can

never arise by itself, it must be built even with a baby. When we talk about mutual understanding, emotional contact between children and parents, we mean a certain dialogue, the interaction of a child and an adult with each other. It is when the child participates in the common life of the family, sharing all its goals and plans, that the usual unanimity of upbringing disappears, giving way to a genuine dialogue. The most essential characteristic of dialogic educative communication is the establishment of equality between the positions of the child and the adult. Negative assessments of the child's personality and inherent qualities of character should be categorically abandoned. Control over negative parental assessments of the child is also necessary because very often parental condemnation is based on dissatisfaction with one's own behavior, irritability or fatigue that arose for completely different reasons. [14]

Child independence. The bond between parent and child is one of the strongest human bonds. If children, growing up, increasingly acquire a desire to distance this connection, parents try to keep it as long as possible. The solution of this problem, in other words, the granting of a certain measure of independence to the child, is regulated primarily by the age of the child. At the same time, much depends on the personality of the parents, on the style of their attitude towards the child. It is known that families differ greatly in the degree of freedom and independence afforded to children. Mistakes in family education. For some parents, raising a child is motivated by the so-called achievement motivation. The goal of education is to achieve what the parents did not succeed due to the lack of necessary conditions, or because they themselves were not capable and persistent enough. Such parental behavior unconsciously acquires elements of egoism for the parents themselves: "We want to shape the child in our own image, because he is the continuer of our life ..." But the child can also rebel against alien requirements, thereby causing parents to be disappointed because of unfulfilled hopes, and as a result, deep conflicts arise in the relationship between the child and the parents. There are families where the goals of education are, as it were, moved away from the child himself and are directed not so much to him, but to the implementation of the system of education recognized by the parents. Some parents follow the ideas of the Nikitin family's upbringing, advocating the need for early intellectual learning, or the call: "Swim before you walk"; in other families, an atmosphere of complete forgiveness and permissiveness reigns, which, according to parents, implements the Spockean model of education, forgetting that it is not a child for education, but education for a child. Education as the formation of certain qualities. In these cases, the parent builds his upbringing in such a way that the child is necessarily endowed with this "especially valuable" quality. For example, parents are confident that their son or daughter must be kind, erudite and courageous. In cases where the values of parents begin to conflict either with the age characteristics of the development of the child, or with the individual characteristics inherent in him, the problem of independence becomes especially obvious. What is the purpose of education? The purpose of education is to promote the development of a person who is distinguished by his wisdom, independence, artistic performance and love. It must be remembered that it is impossible to make a child a man, but you can only contribute to this and not interfere, so that he develops a man in himself. The main grounds that must be followed when raising a child during his family life: purity, consistency in words and deeds when dealing with a child, the absence of arbitrariness in the actions of the educator or the conditionality of these actions and recognition of the child's personality, constant treatment of him as a person and full recognition of his right to personal inviolability. The whole secret of family education consists in giving the child the opportunity to unfold himself, to do everything himself. Adults should not run around and do nothing for their

personal convenience and pleasure, but always treat the child, from the first day of his birth, as a person, with full recognition of his personality and the inviolability of this personality. A reminder for parents to raise a Human NEED: [15]

- Accept the child as he is, so that under any circumstances he is sure of the invariance of your love for him.

- Strive to understand what he thinks, what he wants, why he behaves this way and not otherwise.

-To inspire the child that he can do anything, if he only believes in himself and will work.

-Understand that in any misconduct of the child, one should blame, first of all, oneself.

- Do not try to "sculpt" your child, but live a common life with him; see in him a person, not an object of education.

-More often remember what you were like at the age of your child.

-Remember that it is not your words that bring up, but your personal example.

it is forbidden:

-Expect that your child will be the best and most capable. He is neither better nor worse, he is different, special.

- Treat the child like a savings bank, in which parents profitably invest their love and care, and then receive it back with interest.

-Expect gratitude from the child for the fact that you gave birth to him and fed him, he did not ask you about this.

-Use the child as a means to achieve even the most noble (but own) goals.

-Count on the fact that your child will inherit your interests and outlook on life (alas, they are not genetically incorporated).

- Treat the child as an inferior person, whom parents can sculpt at their discretion.

-Shift the responsibility for education to educators, grandparents!

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**IMMANENT AND CONTEXTUAL TEXT ANALYSIS IMMANENT AND
CONTEXTUAL OUT-OF-CLASS BASED APPROACH DESIGNING
LITERATURE LESSONS**

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ABSTRACT

The article is devoted to the methodological problem of literary text analysis in the process of teaching literature. The choice of one or more methods for analysis usually depends on the text itself and the goals of the researcher. But in methodological practice, the most productive and appropriate is the combination of two approaches - immanent and contextual. These two approaches cover almost all the main literary methods and contribute to a holistic and adequate understanding of the text. The article considers in detail the possibilities and limits of the use of immanent and contextual analysis in the study of a literary work.

KEYWORDS: Analysis, Method, Learning, Immanent, Contextual, Close Context, Far Context, Understanding.

INTRODUCTION

There are problems in the methodology of teaching literature, which, for all their awareness, familiarity and theoretical elaboration, remain controversial and difficult to solve for the majority of philologists. One of them is the school analysis of a work of art. The paradoxical nature of the solution of this methodological problem lies in the very essence of the concept of "analysis", in the scientific specifics of the analytical study of the work and in the methodical art of the philologist to refract it in a dialogue with the student. The presented situation is conflicting. What is analysis in general and analysis of a work of art in particular?

Analysis (Greek analysis - decomposition, dismemberment) - a method of scientific research by considering individual aspects, properties, components of something, as it is interpreted in the Explanatory Dictionary of S.I. Ozhegov. "Analysis of a work of art is the study of the parts and elements of a work, as well as the relationships between them" [1]. As can be seen from the definition, on the one hand, this is a strictly scientific procedure for working with a text, to some extent violating the integrity of its perception and based on specific literary knowledge. And knowledge, as you know, needs to be explained. On the other hand, a work of art, like any work of art, affects the reader emotionally - it surprises, pleases, shocks, in a word, excites. Explanation and excitement are different things, lying on different planes, difficult to combine, and often excluding each other. The conflict between the rational and the sensual becomes even more aggravated in the process of the school study of literature. This gives rise to discussions

and disputes among methodologists and philologists about the appropriateness of analyzing a work of art in school. [2]

The importance of the first perception of a work of art through expressive reading, called the hours allotted for the teaching of literature, "hours of inspiration, emotional uplift and moral insight." Schoolchildren in such lessons should not analyze the text "with a pencil in their hands", but "surrender to the process of reading as a process of joyful communication with the book." A rather large group of critics and language teachers who saw in the analysis of the work its formal, rational, stereotyped and boring study. Discussion "Read or analyze a work of art in a literature lesson?" dragged on for decades. At the initial reading, much escapes the attention of young readers. It is possible to teach thoughtful reading only by developing the ability to analyze the text in the unity of form and content, the ability to feel the author's position in everything.

So, to read and enjoy primary perception, or to read and analyze a work of art, thereby deepening primary perception? Is it really necessary to analyze a work of art in school? Does it destroy the emotional impression of the read? Does it not excommunicate the young reader (who reads so little today) from the book? What should be the analysis of the work at school and how can it develop the child? To what extent, with the help of what methods and techniques, at what stage of literary education can one seriously and deeply engage in the analysis of a work in the classroom? These questions are not bypassed in their teaching activities by any thinking, rooting for the fate of literature at school, reflective philologist. It will be interesting for a future teacher of literature to know that these same questions have been raised almost from the very time when the methodology of teaching literature was just beginning to take shape as a science. By the way, Methodist scientists of the 19th century. did not use the term "analysis", but they considered the analysis of a work of art necessary, although they solved it differently. The difference in methodological concepts in relation to this problem was expressed in determining the direction, essence, goals and objectives of working with a literary text. [3]

The methodological schools and directions of the turn of the century (logical-stylistic, historical-cultural, psychological, formal) continued to develop different approaches to the study of a work of art: some focused on studying the style of the writer, others on the psychology of the author-creator and the creative process, and others focused on on the analysis of the form of the work as a set of artistic techniques. It is curious that instead of the term "analysis", which is familiar to us, almost all works used its equivalents: "philological reading", "explanatory reading", "educational reading", "analysis", "criticism", "consideration". The method of "parsing" a work of art can be represented by the list of those methods and techniques for working with text that are mentioned in the works of various methodologists of the 19th century. and the turn of the century: "working with the layout of the parts of the work", "explaining incomprehensible words and expressions (statar reading)", "establishing links between individual thoughts and facts in a work of art", "conversation", "method of questions", "composition analysis", "sound method (expressive reading, memorization)", "comparison, juxtaposition", "composition", "retelling". From the point of view of modern approaches to the analysis of a work in school and its methodology, these techniques may seem too simple, "schoolboy". [4]

In literary criticism, there are two approaches to the analysis of a work of art: contextual and immanent. Any analysis of a work of art should be directed to its core, in depth, since the explanation of the work must be sought "within itself" (K. Brooks). The work can be considered as a proper artistic phenomenon. In this case, we will talk about immanent analysis, i.e. beyond

what is stated in the text. And at the same time, the fact that a work of art is associated with a certain life and cultural context is absolutely indisputable, which gives reason to consider it as an expression of a certain era or the author's spiritual life. Distinguish between the nearest (specific) contexts and remote (general). The first include, as a rule, the creative history of the work, the biography of the author, his personal connections. To the second - the phenomena of socio-cultural life, literary traditions, the experience of past generations, biblical reminiscences, archetypes, etc. The context in which works of art are created is diverse and wide. V.E. Khalizev believes that attracting and studying contexts is a necessary condition for penetrating into the semantic depths of a work. However, in his opinion, immanent analysis can also be used in school practice. Which approach should be given preference in the middle classes, and which - in the senior ones? M.L. Gasparov believes that it is impossible to start with contextual analysis. "You need to start with a look at the text and only at the text - and only then, as the reader matures and the need for a deeper and more comprehensive understanding, expand the reader's field of vision" [2]. Sharing the point of view of Gasparov, we are talking about the need for immanent analysis in the middle classes, meaning the degree of focus on the work itself. We insist on such concentration also because the general cultural and aesthetic experience of the adolescent is not broad enough to attract external connections. Life (biographical) context can be the subject of attention insofar as it can shed light on the work itself. Biographical research provides valuable material for a systematic study of the psychology of the creator and the creative process itself. But this already shifts the focus of attention to the human personality itself. And to understand the spiritual life of the author, the teenager still lacks his own emotional and spiritual experience. In addition, the context of life becomes interesting to eighth graders due to the increased attention to the individual at this age. Thus, teenagers may be interested in a work of art in itself, and they discover it for themselves. However, any analysis today cannot be strictly hermetic. The involvement of the context somehow accompanies the immanent consideration of the work. In the middle classes, the context should be close (the context of the genre, era). In high school, of course, distant contexts are involved. Their actualization makes the analysis wider, richer, expanding the cultural and aesthetic experience of the young reader. In addition, in the upper grades, students get acquainted with works that are rather difficult to perceive and understand (works of the Silver Age), the meaning of which can only be discovered by attracting contexts. In any case, the context is suggested by the author of the work. Literature at school needs to be paired, synthesizing the immanent and contextual study of artistic creations. Let's add as much as possible. Let us keep this "conjugation" as one of the principles of school analysis.

According to IO.M. Lotman, "the solution of each scientific problem is determined both by the method of research and by the personality of the scientist: his experience, talent, intuition" [4]. These words of the scientist can be fully attributed to our problem. The richer the spiritual world of the philologist, the more original his personality, the deeper his aesthetic and emotional experience, the more subtle and attractive will be the analysis that he will offer to young readers in the lesson.

Questions and tasks

Compiling a glossary.

Make a dictionary entry "School analysis of a work of art."

We work with text.

1. Make a detailed lecture plan. Highlight that (or those) point (s) that (s) seemed (s) to you the most interesting (s) and expand it (or them) into a thesis.

2. Read the text of the lecture using the "Review" strategy. The lecture material should be partly familiar to you (the problem of analysis is primarily a literary problem). This strategy can be described step by step as follows:

What is familiar?	Highlight information in the text that you know
What kind themes affected?	Refer to the title and keywords, think about what topics will be covered!
What are yours appear questions?	Formulate proposed questions
How organized chapter material?	How are topics, sub-themes, micro-themes highlighted in the chapter?
Vocabulary	Write down no more than 5 terms and give them an interpretation or translate into another language/modality (picture, graph, diagram, symbol, etc.)

3. Make a cluster (or table) "The ratio of literary and school analysis of a work of art."

Answering questions, completing assignments

- 1. Which of the approaches to the analysis of a work of art in the methodology of teaching literature of the XIX century. do you think are the most modern and promising? Whose studies do you plan to read?
- 2. Compare the system of constituent elements of the analysis of the work proposed by V.V. Golubkov at the beginning of the 20th century, with the one that is offered now. What has changed in the approaches to the analysis of the work at school today?
- 3. If you are already familiar with the practice of teaching literature at school, then what else, in your opinion, hinders the effective implementation of the analysis of the work in the classroom today?
- 4. How does school literary analysis differ from literary analysis? Name 3-4 main differences.
- 5. How do you understand the principle of a holistic analysis of a work of art? Give an example of its implementation in practice (including from your student experience).
- 6. Give an example of the implementation of any literary concept of the analysis of a work in a lesson. Show how literary analysis will be transformed into school analysis. Write a short methodological justification for your example.

Reflection

Re-read carefully the fragment of the lecture devoted to the discussion about the analysis of a work of art in school. What point of view are you willing to defend? Why? Argument the position in your defensive word.

Contextual analysis should not replace immanent analysis, but only supplement it, contribute to a more complete and deeper understanding of the work. The expediency of involving contextual data of one kind or another must be established in each specific case, based on the characteristics of a work of art.

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EXPERIMENTAL DETERMINATION OF THE EXTENSIBILITY OF THE ANTERIOR ABDOMINAL WALL TISSUES AT DIFFERENT TIMES OF PREGNANCY USING VARIOUS APPROACHES TO HERNIOPLASTY

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ABSTRACT

This article presents the results of hernioplasty for ventral hernias in women of fertile age, an experimental study of the strength characteristics of fixation by various methods (the adhesion force of the mesh implant with the tissue). These studies clearly demonstrated the presence of differences in the load on the tissues of the anterior abdominal wall in different areas during pregnancy, which confirmed our idea of the need for research to justify a differentiated approach to choosing a repair method in the presence of hernias, depending on its localization.

KEYWORDS: *Women Of Fertile Age, Abdominal Hernias, Hernioplasty, Implant, Rat.*

INTRODUCTION

The introduction of artificial materials in herniology has led to studies of the effect of allomaterials on body tissues, which are carried out at the intersection of morphology and surgery [1,3,5,8, 9,11,14,15].

One of the pioneers in studying the effect on the repair processes in the alloplasty zone was Tsukanov A.V. (2010), who published the results of a study on fibroblast activity after anterior abdominal wall plasty with various allografts. Scientists have proven that the use of embryonic fibroblasts can accelerate the formation of connective tissue around the mesh material [2].

Katunina T.P. (2012) demonstrated in her work that the introduction of a culture of allogeneic embryonic fibroblasts into the area of alloplasty leads to a decrease in the intensity of inflammatory processes and stimulates the maturation of granulation tissue [3].

A large study conducted on laboratory mice, which included the results of a ten-year study of the morphological features of the tissues of the anterior abdominal wall after the introduction of embryonic fibroblasts, was carried out by Ivanov I.S. [7].

The observation was carried out in individuals in which polypropylene, polytetrafluoroethylene and polyvinylidene fluoride allografts were implanted into the anterior abdominal cavity, and on the seventh and tenth days, embryonic fibroblasts were introduced into the operation area. In the experiment, it was proved that the first introduction of the culture led to a decrease in the inflammatory response and an increase in the production of fibroblasts, and the second injection led to greater stimulation of fibroblasts [6].

These studies have not found wide recognition and application in view of the high cost and technological complexity of manufacturing cultures of embryonic fibroblasts. It should be noted that the above drugs are not included in the international standards for the treatment of patients with hernias, therefore, the implementation of the results of these works is limited in countries with compulsory health insurance.

A number of works devoted to the morphological study of the area of implantation of polypropylene implants have shown the presence of defects in the fixation of the latter in the tissues of the anterior abdominal wall [2, 5, 7, 12, 13].

Thus, the use of allomaterials is currently a routine practice, but the search for the "ideal" endoprosthesis continues. The interaction of allomaterial with body tissues, its anti-adhesiveness, resistance to microflora are important issues of modern herniology and require constant new developments and research.

Considering the above, **the purpose of this study** was to improve the results of surgical treatment of women of childbearing age with hernias of the anterior abdominal wall by substantiating a differentiated approach to the choice of allohernioplasty method.

Material and research methods

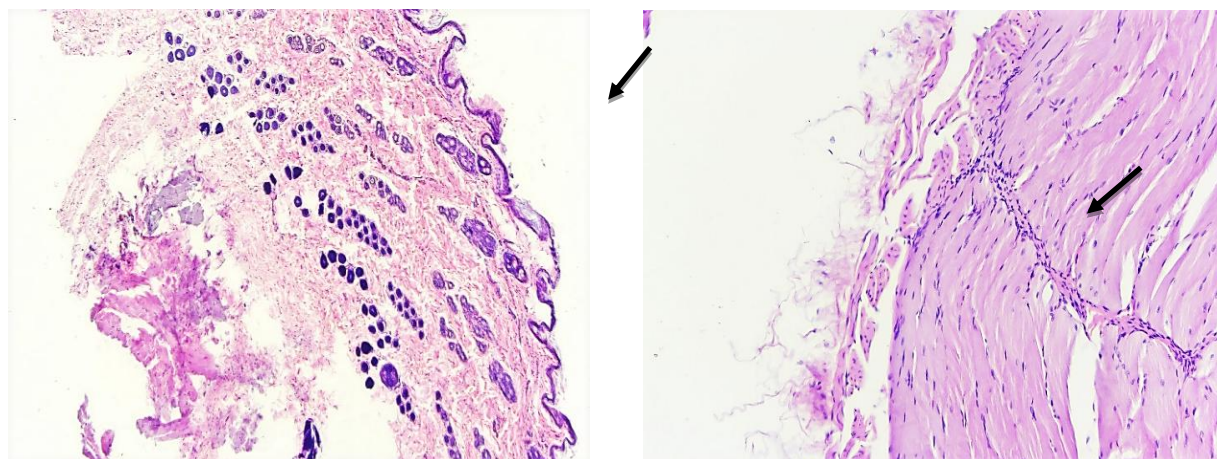
To determine the strength of the tissues of the anterior abdominal wall at different stages of pregnancy, as well as when using various allomaterials, we conducted experimental studies. The essence of the experiment was to conduct research on tissue rupture. Taking into account the fact of different extensibility of tissues in different parts of the anterior abdominal wall during pregnancy, we studied the initial morphological characteristics of the tissues of the anterior abdominal wall and the nature of the changes during its maximum stretching.

For this purpose, one rabbit was withdrawn from the experiment and tissues were taken without stretching from various parts of the anterior abdominal wall, followed by a morphological study:

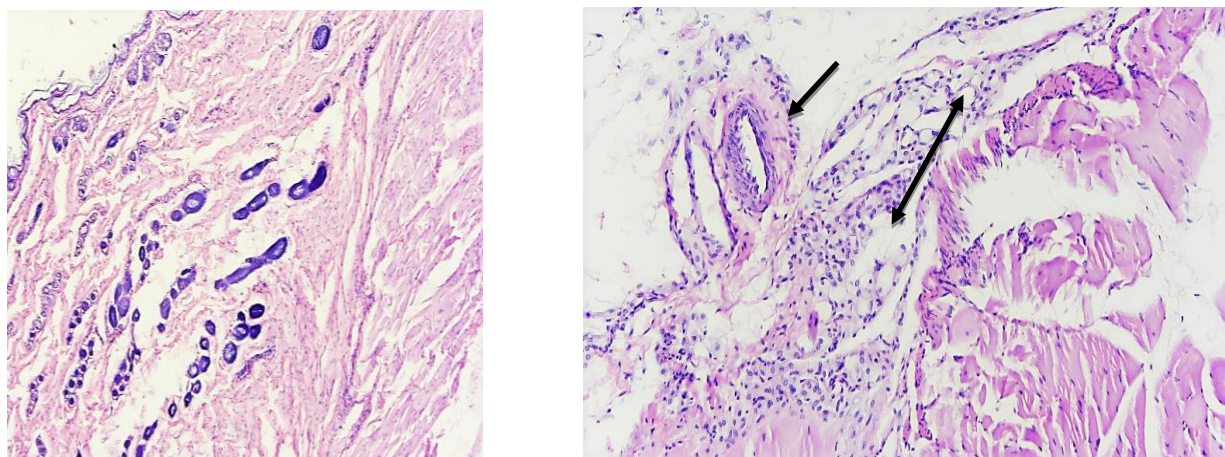
1. Tissues of the anterior abdominal wall in the midline.
2. Tissues of the anterior abdominal wall in the lateral region of the abdomen.
3. Tissues of the anterior abdominal wall in the region of the xiphoid process.
4. Tissues of the anterior abdominal wall in the inguinal region.

In the morphological study of the tissues of the anterior abdominal wall in the area of the midline, it was noted that the skin tissues were with the preservation of all structural elements. Epithelium with signs of keratinization (indicated by an arrow in the figure), multiple elements of hair follicles in the reticular and papillary dermis. The hypodermis is sparse with a transition to muscle tissue. On the histological section, the transverse and oblique muscles with a dense fibrous-collagen fascia (arrow) between them. The presence of multiple fibroblasts along the fascia line is noted (fig. 1).

The study of the morphological structure of the tissues of the anterior abdominal wall in the lateral region of the abdomen showed that the skin tissues with the preservation of the mucosa, under it the hair follicles without signs of change. Transverse abdominal wall muscle surrounded by serosa and adipose tissue (double arrow). Blood vessels without features (arrow), (fig. 2).

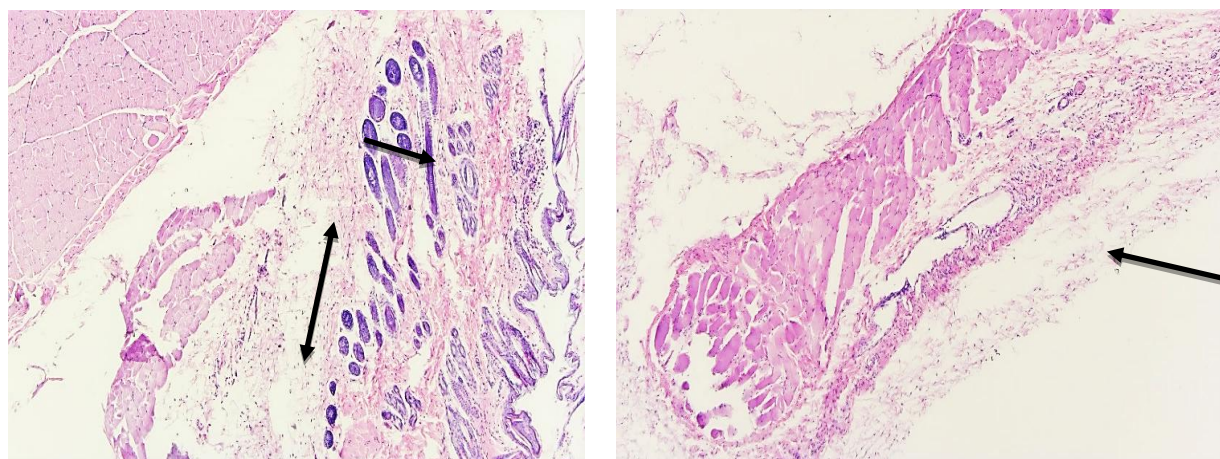


Rice. 1. Tissues of the anterior abdominal wall in the area of the midline without stretching. Hematoxylin-eosin staining. SW. 10x10.



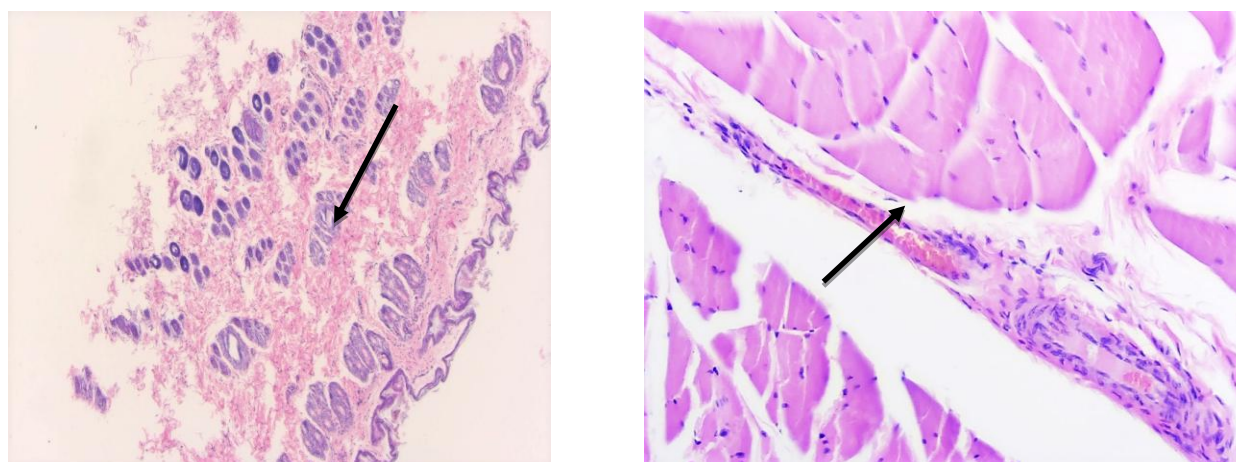
Rice. 2. Tissues of the anterior abdominal wall in the lateral region of the abdomen without stretching. Hematoxylin-eosin staining. SW. 20x10.

In the morphological study of the tissues of the anterior abdominal wall in the area of the xiphoid process without stretching, it was noted that the skin tissues with multiple hair matrix follicles (arrow). Superficial adipose fascia (double arrow) and external oblique muscle without pathological changes. Loose-fibrous connective tissue, which makes up the structure of the aponeurosis, smoothly passes into fibrous-collagen (arrow) and then into muscle tissue (fig. 3.).



Rice. 3. Tissues of the anterior abdominal wall in the area of the xiphoid process without stretching. Hematoxylin-eosin staining. SW. 20x10.

The study of the morphological structure of the tissues of the anterior abdominal wall in the inguinal region of the abdomen showed that skin tissues with many hair follicles (arrow). Collagen connective tissue structure with fibrocytes. Around the aponeurosis, fibro-adipose tissue is noted. In the structure of the aponeurosis between the oblique muscles of the anterior abdominal wall there are blood-filled vessels (arrow), (fig. 4.).



Rice. 4. Tissues of the anterior abdominal wall in the inguinal region without stretching. Hematoxylin-eosin staining. SW. 20x10.

Studies have shown that the existing tissues of the anterior abdominal wall (skin (own dermis and epidermis), subcutaneous fat layer (hypoderm), aponeurosis (consisting of connective tissue), muscle and serous layer (peritoneum)) without stretching have a normal structure. It should be noted that in experimental animals, in contrast to humans, a pronounced hairline, and, accordingly, in the structure of the skin, there is a greater number of hair matrix follicles.

To assess the nature of changes in the tissues of the anterior abdominal wall and the possibility of assessing changes in the strength of tissues during autoplasty and alloplasty with various materials, which is fundamentally important in progressive pregnancy, we conducted

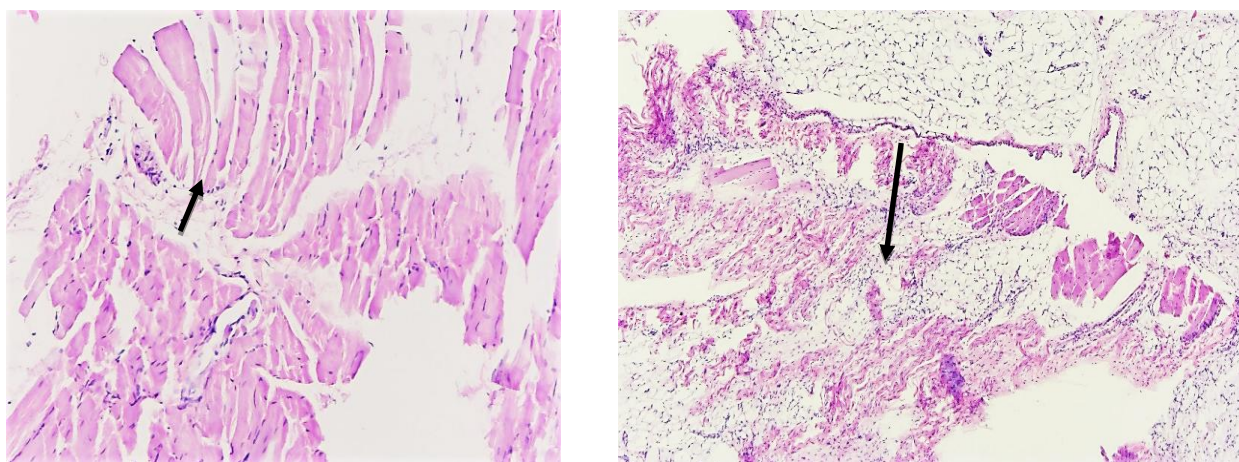
morphological studies of tissues of various parts of the anterior abdominal wall of experimental animals at their maximum stretch.

To do this, the developed model of "pregnancy" was reproduced in the experimental animal with an increase in the abdomen to its maximum period, and after 20 days tissue sampling was performed and a morphological study of tissues was performed. The specified period of material sampling was chosen empirically. As in the experimental rabbit without stretching, in this case, the material was taken from four sites:

1. Tissues of the anterior abdominal wall in the midline after stretching.
2. Tissues of the anterior abdominal wall in the lateral region of the abdomen after stretching.
3. Tissues of the anterior abdominal wall in the region of the xiphoid process after stretching.
4. Tissues of the anterior abdominal wall in the inguinal region after stretching.

When analyzing morphological studies, special attention was paid to the study of structural changes in the aponeurosis and muscles, in view of the fact that these layers are involved in the process of autoplasty and alloplasty of the hernia ring.

Morphological studies of the tissues of the anterior abdominal wall along the midline of the abdomen after stretching showed that between the two oblique muscles there are signs of hypertrophy with hyperplasia of adipocytes and fibrocytes (arrow). Aponeurosis zone with signs of pronounced loosening (arrow) and hyperplasia of fat cells - adipocytes with an admixture of fibrocytes (fig. 5.).

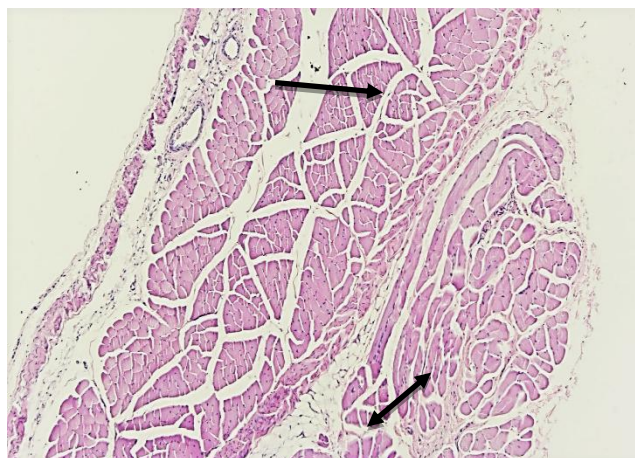
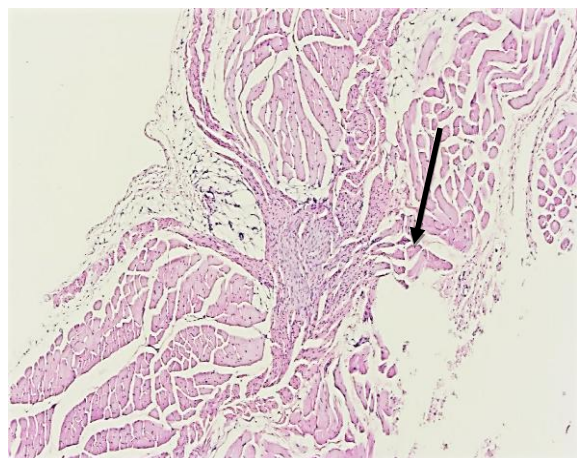


Rice. 5. Tissues of the anterior abdominal wall along the midline of the abdomen after stretching. GE coloring. SW. 10x10.

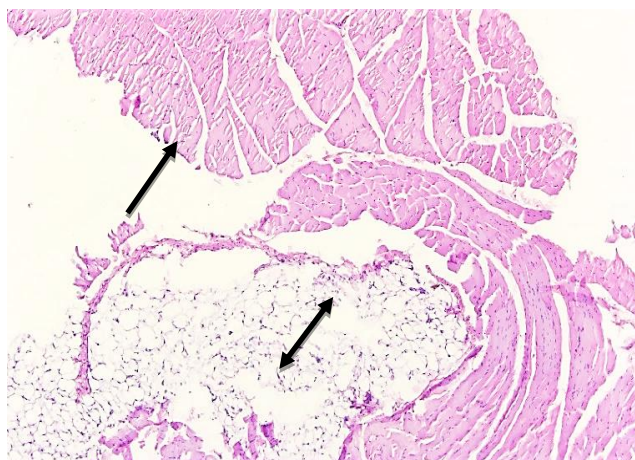
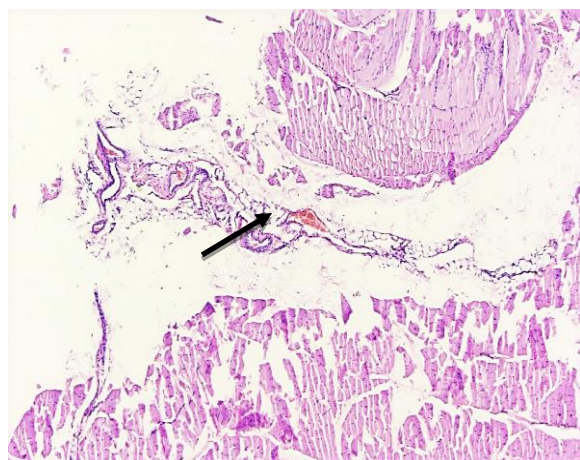
Histological examination of the tissues of the anterior abdominal wall in the area of the xiphoid process after stretching showed signs of proliferative activity and moderate hyperplasia of the aponeurosis (arrow). There is an increase in the number of fibrocytes. Oblique and longitudinal muscles with interstitial edema (arrow), hypertrophy of the fat layer is noted (double arrow), (fig. 6.).

Morphological studies of the tissues of the anterior abdominal wall along the lateral areas of the abdomen after stretching showed that the aponeurosis is moderately thinned, dystrophic (arrow), with an increase in the number of vessels and is surrounded by a hyperplastic layer of adipose

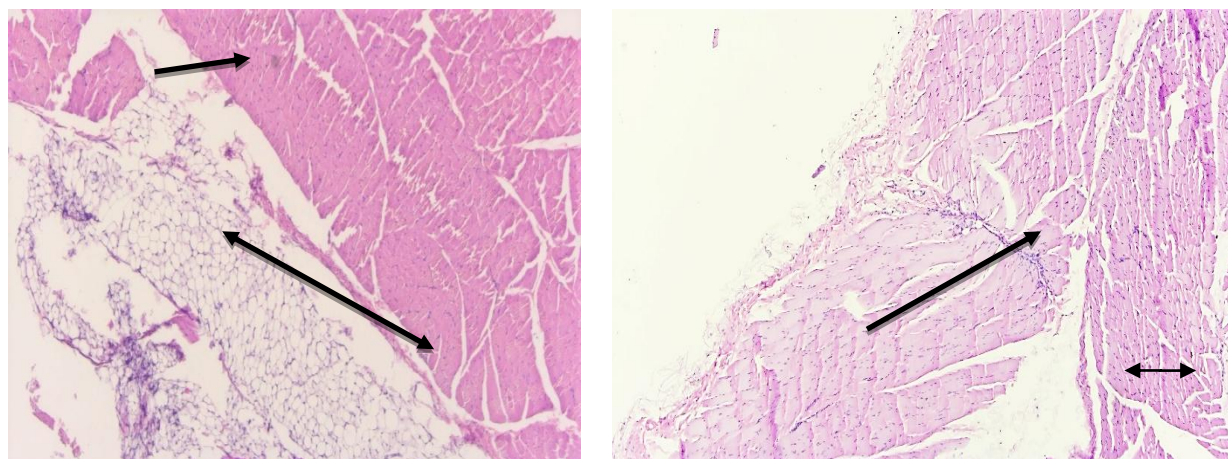
tissue. Extraperitoneal adipose tissue with signs of hyperplasia (double arrow). Intermuscular spaces are enlarged and with signs of edema, both between the longitudinal (arrow) and oblique, and in the oblique muscle itself (fig. 7.).



Rice. 6. Tissues of the anterior abdominal wall in the region of the xiphoid process after stretching. GE coloring. SW. 10x10.



Rice. 7. Tissues of the anterior abdominal wall in the lateral region of the abdomen after stretching. GE coloring. SW. 10x10.



Rice. 8. Tissues of the anterior abdominal wall in the inguinal region after stretching. GE coloring. SW. 10x10.

Histological examination of the tissues of the anterior abdominal wall in the groin after stretching showed that the aponeurosis was slightly thinned, but the structure was preserved (double arrow), surrounded by muscle tissue with signs of interstitial edema (arrow) and dystrophy. Muscular fascia (arrow) unchanged. There is an expansion of the gap between the longitudinal and oblique muscles (double arrow) (fig. 8.).

The conducted morphological studies have shown that during pregnancy the "load" on different parts of the anterior abdominal wall is carried out unevenly. The more the tissues lengthen, the more pronounced are the structural changes in the tissues of the anterior abdominal wall. The most pronounced changes were noted in the tissues of the midline of the abdomen, which was expressed in a pronounced loosening of the aponeurosis, muscle hypertrophy and hyperplasia of fibrocytes. Less pronounced changes were noted on the side of the xiphoid process, then on the tissues of the lateral wall of the abdomen. The smallest changes in the tissues of the anterior abdominal wall during "pregnancy" were noted in the inguinal region.

Currently, the range of alloprostheses used in clinical practice is wide. There are lightweight and ultra-light materials, non-absorbable, semi-absorbable and absorbable meshes. The effectiveness of various alloprostheses is debatable because the clinical results obtained in terms of the recurrence rate are variable: a number of researchers demonstrate a decrease in the number of early and late postoperative complications without an increase in the recurrence rate, while other surgeons do not find significant differences in the use of different meshes when analyzing long-term results. Evidence is provided that indicates the need for careful use of lightweight materials due to the relatively high recurrence rate. To date, no agreement has been reached on this issue. The problem is that after allohernioplasty, significant morphological changes are observed, the strength characteristics of tissues in the area of mesh implantation change. Considering this fact, as well as to achieve the set goals, we conducted experimental studies to determine the strength of the tissues of the anterior abdominal wall at different stages of pregnancy using various methods of hernia repair. This series consists of four parts.

The first part is an experiment on tissue extensibility in rabbits without alloplasty. 10 rabbits were used in the experiment. All experimental animals were reproduced the model of "pregnancy" according to our model. According to the developed criteria for gestational age, all rabbits were implanted in the abdomen with a balloon and expanded the circumference of the

abdomen to a period corresponding to 20 weeks. In the following days, the abdominal circumference of the rabbits was adjusted to the required diameter, according to the gestational age. At 20, 25, 30, 35 and 40 weeks of "pregnancy" two rabbits were taken out of the experiment. In the indicated terms, from the four sections of the anterior abdominal wall - the region of the median line; under the xiphoid process; in the lateral region of the abdomen; in the inguinal region of the abdomen - two pieces of tissue with dimensions of 2.5x3.0 cm were taken and the strength of the tissues for extensibility was determined.

Thus, the studies on the extensibility of tissues in various areas confirmed our assumption, which arose on the basis of the morphological studies. The tissues of the anterior abdominal wall in the area of the midline were subjected to the greatest extensibility during "pregnancy". From the initial level, the extensibility in terms of 40 weeks was 132.2%. In the region of the xiphoid process, the extensibility of tissues in these periods was 120.9%, while the tissues of the lateral wall of the abdomen were stretched by 113.8%. Relative to the baseline, tissue strength along the midline and under the xiphoid process was statistically significantly different from tissue strength by the end of "pregnancy". The least extensibility was in the inguinal region and amounted to 108.8%. These studies clearly demonstrated the presence of differences in the load on the tissues of the anterior abdominal wall in different areas during pregnancy, which confirmed our idea of the need for research to justify a differentiated approach to choosing a repair method in the presence of hernias, depending on its localization.

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INFLUENCE OF INTERSUBJECT CONNECTIONS ON LEARNING EFFICIENCY

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ABSTRACT

The article presents the mutual influence of physics and other disciplines and the importance of the formation of inter subject connections for the formation of both basic and professional competencies. The emergence of cybernetics and the use of electronic computers radically changed mathematics, which, in turn, gave humanity a new layer of activity - computer science. The correct construction of the cognitive connection of these sciences by the teacher in the educational process is extremely important.

KEYWORDS: *Physics, Inter subject Connections, Competencies, Mathematics, Computer Science, Chemistry, Biology, Bionics, Ecology.*

INTRODUCTION

Physics is the foundational science of nature. The field of physics study encompasses both matter and energy, as well as the fundamental relationship of nature that governs the movement of matter. Each of the natural sciences (by which we mean chemistry, geography, biology, etc.) describes and studies only a certain class of objective systems. Physics can be called a fundamental science, due to the fact that the rest of the natural sciences obey its laws, and it, one way or another, connects them all.

The process of scientific progress is characterized by an ever-increasing connection and mutual influence of disciplines. In the last decade, bionics has greatly advanced, which uses physics, psychology, radio electronics, mathematics, biology, and other sciences with the aim of knowing living organisms to solve engineering problems.

The revolution in the scientific and technological world, which continues to this day, produces profound qualitative transformations in all areas of technology and science. The emergence of cybernetics and the use of electronic computers radically changed mathematics, which, in turn, gave humanity a new layer of activity - computer science. Advances in genetics led to a revolution in biology, and a revolution in chemical science contributed to the emergence of great chemistry. Similar changes are taking place in many other modern sciences.

Inter subject connections as a didactic category

The objective fact of the relationship between objects is also manifested in the process of teaching physics. This is due not only to the scientific principle, but also to the tasks that are set for the educational program in physics in educational institutions. Only with a full understanding

of the integrity and indissolubility of the natural sciences can an individual be formed who is oriented toward reason and objectivity. Therefore, intersubject communication was divided into two large groups: chronological and informational [1]. Each of which, in turn, is divided into three subgroups (Fig. 1).

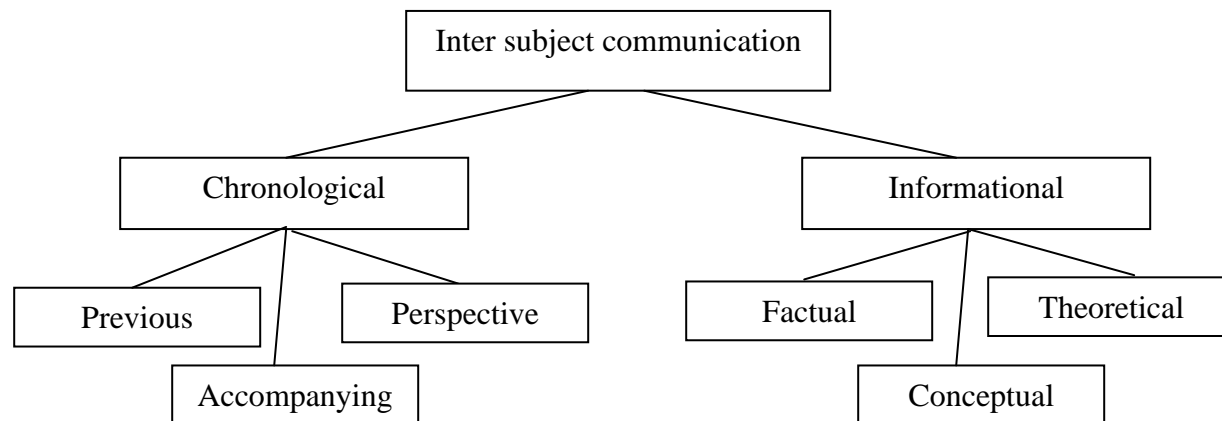


Fig. 1. Types of inter subject connections

Inter subject connections help:

- Chronologically order the conduct of educational complexes with the aim of their better assimilation by students;
- optimize the use of information that was obtained in the study of other subjects;
- eliminate repetitive material in curricula;
- To identify the commonality of techniques used in various disciplines (generalization of knowledge);
- To demonstrate the relationship of natural phenomena;
- To prepare students for the development of modern technology and permanently updated information;

Chronological links ensure consistent teaching of subjects over time, in accordance with the requirements of each discipline.

Informational connections are manifested in the unity of the interpretation of concepts, facts, provisions considered in the study of different subjects.

Ways of implementing intersubject connections:

- Implementation of information obtained in the study of parallel subjects;
- Execution of experimental works;
- carrying out complex excursions;
- reinforcing repetition.

The connection between teaching physics and mathematics

Physics has always had close ties with mathematics [2]. Mathematics is the language of physics. It is used to process the received data, to build theories. It makes it possible to better understand

nature, to penetrate into its depths. Physics also noticeably influences the vector of development of mathematics.

The correct construction of the cognitive connection of these sciences by the teacher in the educational process is extremely important. When teaching students measuring skills and abilities, a physics teacher should take into account that already in elementary grades, students in mathematics lessons were given basic information about measurements of length, time, temperature, mass, about the division of the scale of measuring instruments, about the speed of movement and they are familiar with the metric system. Also, when conducting a lesson with students, we must rely on the foundation that was laid at school, and we are obliged to develop, strengthen it, expanding the student's worldview, forming a scientific approach to studying the physical picture of the world through mathematics. It is here that the competencies related to mathematics and computer science are formed.

The connection between teaching physics and chemistry

In physics and chemistry lessons, the same natural phenomena are studied from different sides [3]. All types of intersubject informational connections are manifested between them: both factual, and theoretical, and conceptual. Among the **conceptual links**, one can single out:

- substance, mass, weight, energy, molecule, atom;
- Fundamental laws: conservation and transformation of energy, conservation of electric charges.

Extremely important **theoretical** connections include theories: molecular-kinetic, and electronic, the theory of atomic structure, etc.

It is worth noting the **practical** skills gained in chemistry lessons: skills in operating laboratory instruments, methods of measurements and calculations, drawing up formulas. Complementary teaching methods help to strengthen knowledge: solving physical and chemical problems, organizing entertaining circles and evenings, making manuals that are necessary in the study of both chemistry and physics.

The connection between teaching physics and biology

The history of the interaction of physics and biology is old and rich. This connection has greatly strengthened in recent decades, which ultimately resulted in the birth of such sciences as agrophysics, biophysics, bionics, etc. The relationship between physics and biology can be viewed as the ratio of the general to the particular. The knowledge gained in biology lessons helps to strengthen knowledge about the principles of the physical laws and contributes to a deeper knowledge of the integrity of nature. This is also due to the consideration of issues related to the use of methods of physics in biology [4].

The relationship between physics and biology can be considered in three aspects:

1. Principles of physics observed in living organisms. In the lessons, examples are given that clearly show the work of physical laws on living organisms.
2. Bionics. An explanation is given of the origins of some modern technologies, "spied" on the principles that have been successfully implemented in the biological environment for many millions of years.

3. Ecology. Physical laws are related to the processes that occur in nature in connection with the production of man. And to eliminate the negative effects of such activities, to protect nature, you need to use the knowledge of the laws of physics.

Summarizing the above, we can draw the following conclusions: for the formation of a comprehensive developed individual, to whom both basic and professional competencies are inherent, it is necessary to form an understanding of intersubject connections. Knowledge of intersubject connections not only ensures high learning efficiency, but also forms and develops communication skills and work efficiency in any field of human activity.

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ON THE ROLE AND IMPORTANCE OF STYLISTICS IN LINGUISTICS

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ABSTRACT

This article is devoted to the generalization of the meaning of the word and the relatively new field of linguistics in Stylistics, and the scientific analysis of theoretical views on its prospects, summarizing the achievements of this science so far. This means that each style of speech can be expressed orally or in writing. For example, the style of speech is mainly oral. But in fiction, this style takes a written form. Modern Stylistics is understood differently in different linguistic disciplines and schools, but each point of view has its own objective basis due to the diversity of styles, which is the main subject of study of Stylistics.

KEYWORDS: *Stylistics, Speech Style, Syllable, Artistic Speech, Oriental Style, Semantic, Expressive-Stylistic.*

INTRODUCTION

Stylistics (Greek: γ Stloslos - writing, letter-stick), stylistics, stylistics - the study of linguistic methods of linguistics, the essence and specificity of the linguistic diversity of language in terms of lexical-phraseological, phonetic, morphological, word formation and syntactic and diachronic in syntactic lines It is a network that describes the norms and methods of application in linguistic situations, in different types and genres of written literature, in various spheres of social life. In stylistics, the semantic and expressive subtleties of parallel synonymous language expressions and the interrelated variants of linguistic units are studied. In such cases, it is possible to choose from them what is necessary for a particular speech situation. [1]

From ancient times the word "style" has been used to mean "joint, speech style". "If you want to write something worth reading, change your style often," says Horace. As far as we know, the phrase "change your style often" later became a Greek proverb.

Modern Stylistics is understood differently in different linguistic disciplines and schools, but each point of view has its own objective basis due to the diversity of styles, which is the main subject of study of Stylistics. Stylistics is inextricably linked with language norms. Stylistics is subdivided into functional Stylistics, Linguistic Unit Stylistics, Text Stylistics, Fiction Stylistics, Practical Stylistics, Comparative Stylistics, and Historical Stylistics. [2]

Explanatory dictionaries give several meanings to the word style. For example, in the book "Dictionary of the Russian language", edited by DN Ushakov in 1935-1940, the word style is given 4 different meanings. These meanings are also explained in the 1981 Annotated Dictionary of the Uzbek Language. They are characterized by:

1. A set of distinctive features of a work of art, an artist, a period, a nation. For example: oriental style in architecture (ornamentation, domed buildings). Apparently, the 1st meaning of the word style represents a very broad concept, i.e. the sum of artistic expressions or the general system of artistic expression. This does not include literature.

2. A literary work is interpreted through a literary direction, literary genre, or a system of ideas and language tools specific to an author. For example, A. Qahhor stih, Oybek style. Poetic style, romantic style and so on.

3. Represents a figurative meaning. It includes behavior, a set of moral traits, a way of doing things, and instructions on how to do something.

The 4th meaning is not specific to literature or language. This period is calculated relative to the year. For example, the melody year calculation, the Hijri year calculation. From studying the meanings of the word style, it became clear that the science of stylistics came into being in connection with the 2nd meaning. There are different views on the subject of stylistics. Academician V.Y.Vinogradov says that in the stylistic contest it is necessary to point out 3 aspects of research that are related to each other, but differ in their functions. [3] They are:

1. Stylistics, which studies the functional styles of language. This is also called structural stylistics. The task of structural stylistics is to teach the specific features and means of expression of formal, scientific, journalistic, artistic style, which are its structural elements.

2. Speech stylistics, which examines the semantic and expressive aspects of different genres (semantic, expressive-stylistic) and the difference between oral and written speech. Its function is to examine the written and oral forms, literary and colloquial forms of language, along with the entire system of styles. It explores which language units are most commonly used in written and oral speech, whether language tools are chosen or mispronounced in the expression of ideas, and how to use those tools in place.

3. Literary stylistics, which studies literary trends, works of art, and the style of the writer. His task is to discuss 7 aspects of the writer's skill in using the means of expression in the creation of a work of art. The science of stylistics is based on the first and second aspects identified by academician V.Vinogradov. The third is the object of literary criticism. In fact, the stylistics of fiction is one of its manifestations. The reason why this concept is considered as a separate species is that it has a very different aspect from other speech styles. The style of fiction is wide-ranging, that is, it embodies all styles.

Speech styles are made up of interconnected media. They are closely related to the function of language. That is why they are called speech styles. The function of language is related to the development of society and its social significance. [4]

The expressions that make up a speech style system are limited to only one style. For example, terms used in scientific style may not be used in artistic, journalistic, formal, or colloquial styles. But each style of speech, with all its features, has a set of specific language tools that serve a single purpose. [5]

Speech styles develop and change over time. For example, in the early twentieth century, with the expansion of publishing and periodicals, a journalistic style emerged in Uzbekistan. [6]

In short, speech styles are closely related to both oral and written forms of speech. This means that each style of speech can be expressed orally or in writing. For example, the style of speech is mainly oral. But in fiction, this style takes a written form. The oral style of the scientific style is also evident in the lectures and scientific presentations at conferences, and the written form is expressed in the form of dissertations, scientific articles. [7]

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THE ROLE OF VALUABLE ECONOMIC SIGNS OF PROSPEROUS COTTON VARIETIES IN THE DEVELOPMENT OF THE SEED SYSTEM

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ABSTRACT

In our country, as in all spheres, radical reforms are being carried out in agriculture. In particular, the Decree of the President of the Republic of Uzbekistan dated in 02.16.2019 "Seed growing adopted a new version of the law. The main goal of the law is to regulate relations in the seed industry. These documents define the mandate and structure of organizations working in the seed field.

KEYWORDS: *Seed, Variety, Repetition, Variant, Uzdst Requirements, "Elite" Seed, Reproductive Seed, Vegetation.*

INTRODUCTION

It is important to bring new cotton varieties included into line with international requirements by improving modern resource-saving methods of seed production of "elite" and next generations, as well as developing new State standards and other normative documents determining seed quality in the State Register.

The main goal is to study the seeds of medium and early ripening, high-quality cotton varieties to have been grown in different agro-technical conditions in the gray soils of Andijan region, to study the organization and development of primary seed production and to recommend them to seed farms. [1]

The thickness of the seedlings greatly affects the growth, development, yield and quality of the cotton. Seedling thickness is determined in two main ways. The first is determined theoretically, the second in a real way. In our study, the thickness of the seedlings was determined in a real way. When growing cotton, special attention should be paid to the thickness of the seedlings and their stratification in placement. We know that in the development of the seed system the thickness of the seedlings is one of the most important factors. [2]

M.Turabodxo'jaeva, Sh.Kozubayev, R.Egamberdiyev (2014). All the standards and guidelines that were currently being propagated in the seed industry of the Republic and were developed 30-40 years ago and did not contain enough international experience. The introduction of the new standard will reduce the use of low-quality seeds for a more objective assessment of the country's seed stock. The role of standards will increase with the transition to a market economy and the provision of seed production technology in the development of new forms of seed organization. Some studies have shown that field fertility rates were as low as 30-35%, one of

the main reasons being bad weather, low seed germination due to heavy rainfall, poor quality of agro-technical work, and others. [3]

The experience was conducted at the Andijan Institute of Agriculture and agrotechnologies in Andijan district was conducted in accordance with the guidelines for conducting field experiments. The object of research was to determine the purity of seeds of primary, early reproduction and sorts from elite farms of Sulton, Andijon-35, Omad, O'nqo'rg'on-1, UzPITI-202 what were taken medium-ripe and early-maturing cotton varieties in accordance with the requirements of O'zDSt 663: 2017. [4]

In our study, we studied the actual seedling thickness of the cultivars we studied in terms of returns and before harvesting. The results of our observations are shown in the table below. (Table 1)

TABLE 1 ACTUAL SEEDLING THICKNESS (WITH GERMINATION, AT 100%)

№	Variants	Accounting period	Brooks			Σ	Lost seedlings, %
1	Andijon-35	After thinning out	94,5	90,6	89,0	89,5	-5,3
		Before the picking	82,6	85,2	86,5	84,2	
2	Sulton	After thinning out	96,0	87,5	89,0	90,5	-3
		Before the picking	87,5	86,0	89,0	87,5	
3	UzPITI-202	After thinning out	85,4	86,0	84,2	85,0	-2,9
		Before the picking	84,0	84,0	83,4	83,7	
4	Omad	After thinning out	87,5	90,6	89,3	89,1	-2,5
		Before the picking	86,0	86,5	85,8	86,6	
5	O'nqo'rg'on-1	After thinning out	89,7	89,2	89,5	89,5	-1,3
		Before the picking	88,6	88,0	88,2	88,2	

Planting scheme: 90x10x1

The data in the table are shown for each brook and are averaged over the number of seedlings lost.

Observations of the brook's variants showed that the number of seedling varieties of Sulton and O'nqo'rg'on-1 in the field that was slightly higher. During the first thinning out (on 15.05), the seedlings in the first sprouting place were thinned out. Seedlings of the varieties of Sulton and Onkurgan-1 were found to be thicker than other varieties (Andijon-35, UzPITI-202, Omad). [5]

In the study, observations were made on the main morphological features of the plant.

Plant height was determined in June, July and August. In early September, the number of cotton and the degree of opening were determined.

During the study, the duration of the growing season, seedling thickness of all cotton varieties studied were studied, and in accordance with the rules, agro-technical measures were applied.

The weight, fiber yield and fiber length of one of unripe cotton bell were determined for all return brooks. (Table 2)

TABLE 2 INDICATORS OF VALUABLE ECONOMIC CHARACTERISTICS OF THE STUDIED VARIETIES

№	Name of varieties	Weight of one of the unripe cotton bell, g				Fiber output, percent				Fiber length, mm			
		I	II	III	Σ	I	II	III	Σ	I	II	III	Σ
1	Andijon-35	5,9	6,2	6,1	6,1	36,7	36,0	36,4	36,4	33,7	34,2	34,3	34,1
2	Sulton	5,4	5,8	5,6	5,6	37,7	38,5	38,4	38,2	34,7	34,9	34,8	34,7
3	O'zPITI-202	5,4	5,6	5,7	5,6	35,4	35,9	35,2	35,5	33,7	34,0	33,9	33,9
4	Omad	5,0	5,2	5,0	5,1	38,2	38,5	38,2	38,3	34,5	34,2	34,3	34,3
5	O'nqo'rg'on-1	5,8	5,9	5,8	5,8	37,2	37,4	37,1	37,2	35,4	35,5	35,5	35,4

When studying the weight of one of the unripe cotton bell, the highest value was shown by Andijon-35 (6.1 g), O'nqo'rg'on-1 (5.8 g) and Sulton (5.5 g). Experiments showed that the Omad variety had a slightly lower weight (5.1 g) per piece of unripe cotton bell.

The Omad variety was the highest fiber yield of 38.3% and the Sulton variety with a slightly lower Omad variety (38.2%). In terms of the weight of a piece of unripe cotton bill, we saw that the Omad variety was very different from the Sulton variety. The fiber yield of O'nqo'rg'on-1 cotton was also slightly higher (37.2%). This figure was 3.7% compared to Omad Navigator. With Andijon-35, the percentage of fiber yield of the variety (36.4%) was observed. The weight of UzPITI-202 in one of the unripe cotton bill and fiber yield were low. [6]

O'nqo'rg'on-1 (35.4 mm) showed the highest results in terms of fiber length (mm) of the studied varieties. Omad variety showed slightly lower results than O'nqo'rg'on-1 variety. Their dimensions were 34.3 mm, showed the same result .

The lowest fiber length of the studied varieties was UzPITI-202, which was 1.5 mm shorter than that O'nqo'rgan-1, showed a shorter result.

The data and indicators analyzed above were based on the average of the variant values for each of the 3 experimental ditches. The variance scores in the ditches showed almost different results. The results were recorded because the seedlings in each variant row had only varietal characteristics.

CONCLUSIONS AND SUGGESTIONS

For improving seed quality - could choose typical plants, sorting seeds, and by sowing well-selected varietal seeds might improve development. As a result, the purity of the variety was achieved and was the main factor in implementing the requirements of the standard UzDSt 663: 2017.

The thickness of the seedlings has a significant effect on the growth, development, yield and quality of the cotton. Observations of the ditches were showed that the number of seedlings of

Sulton and O'nqo'rg'on-1 varieties were slightly higher in the field. During the analysis of the results of the study, field fertility showed good results in Sulton and O'nqo'rg'on-1 varieties.

When studying the weight of one unripe cotton bill of Andijon-35 variety (6.1 g) showed the highest value. O'nqo'rg'on-1 (5.8 g) and Sulton (5.5 g) varieties showed similarly high rates. Experiments showed that the Omad variety had a slightly lower weight (5.1 g) per unripe cotton bill.

1. To consider that the promising Sulton and O'nqo'rgan-1 cotton varieties were grown in the 90x10x1 sowing scheme and high yields (Sulton - 34.7 c/ha and O'nqo'rgan-1 - 35.4 c/ha) were achieved, I will suggest the sowing of these promising varieties in the 90x10x1 sowing scheme .

2. The thickness of the seedlings will a significant effect on the growth, development, yield and quality of cotton. According to our research, an average of 90000-95000 seedlings per hectare leads to better aeration in the field, being not less disease and pest infestation, and less difficulty in cultivating between rows of cotton. Therefore, I will propose to keep an average of 90-95 thousand seedlings per hectare.

3. Based on the analysis of the results of the study that I will propose to plant promising varieties Sulton and O'nqo'rg'on-1 in the gray soil conditions of Andijan region.

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**THE COMPOSITION OF THE INCOME OF SERVICE WORKERS AND
WAYS OF ITS IMPROVEMENT (ON THE EXAMPLE OF
EDUCATIONAL INSTITUTIONS)**

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ABSTRACT

In this article, the composition of the income of service workers and ways of its improvement (on the example of educational institutions) is an economic relationship associated with the increase in employment in the sphere of service in the conditions of modernization of the economy, the object of which is the views and comments on subjects in the sphere of Service.

KEYWORDS: *Service, Employees, Revenues, Content, Improvement, Roads, Economy (On The Example Of Educational Institutions), Modernization, Employment, Increase, Object, Subjects.*

INTRODUCTION

It has been done in our country in recent years all reforms serve to increase the welfare of our people. Current the most important and effective way to finance the state budget the tool is taxes. Physical in the effective development of the economy today new jobs to increase the share of taxes paid by individuals creating a wide range of opportunities for them to engage in entrepreneurial activities and opportunities to increase other sources of income being created. After all, the President touched upon this issue and said, "2016 we have achieved rapid and sustainable development of our economy further increasing the income of the population, the living standards and quality of life of our people laid a solid foundation for growth. Reforms in our country are the backbone of the economy industries, including the service sector. Based on the domestic potential of the service sector, improvement of development mechanisms remains relevant. Service its solution in the study of ways to increase employment in the field of broadcasting there are a number of pending issues. A number of changes are also taking place in the field of education. [1]

The subject of your topic The structure of income of service workers and ways to improve it (on the example of educational institutions) are economic relations associated with increasing employment in the service sector in the context of modernization of the economy, the object of which is the service sector. Is Aims and objectives of the topic.

The purpose of the topic:

The structure of the income of service workers and ways to improve it (for example, the development of theoretical and methodological recommendations and practical recommendations for the study of employment status and development trends in the service sector in the context of modernization of the economy.

Depending on the purpose of the topic, the following tasks identified:

- The essence of employment in the service sector and more reveal the theoretical foundations of development;
- Employment in the service sector and they justify ways to increase income;
- Foreign experience in employment in the service sector to study and introduce their positive aspects in the republic make recommendations;
- Factors affecting employment in the service sector identify and classify them;
- Development of ways to increase employment in the service sector. It is determined by the development of scientific, theoretical and practical recommendations for the development of the subject.

They are reflected in the following:

- The essence of employment in the service sector is revealed;
- Foreign experience in employment in the service sector to study and implement their positive aspects in the practice of the republic recommendations are given;
- Factors influencing the growth of employment in the service sector identified and based on the method of classifying them.
- Analysis of employment in the field of services and assessed the state of the employment structure in the Republic;
- Employment through the development of the service sector areas for improvement have been identified.

The main issues and assumptions of the topic: The structure of income of service personnel and ways to improve it (scientific proposals and practical recommendations developed on the example of educational institutions in assessing the role of the service sector in promoting employment, can identify and address specific problems in practice in this area and develop the industry.

Literature review on this topic:

There are a number of scientific works of domestic and foreign economists dedicated to the development of the service sector and employment. Theoretical foundations and social significance of the service sector A.Smit, J.B.Sey, Dj.M.Keyns, Y.Shumpeter, A.V.Chayanov,

K.A.Raitskiy, I.A.Juravleva, A.P.Kiselev studied by economists such as They contributed to the development of service theory. During the years of independence, our scientists have conducted a number of scientific studies on this topic.

In particular S.S.G'ulomov, G'.H.Qudratov, Yo.Abdullayev, M.S.Qosimova, B.Xodiyev A.Abdullayev D.Suyunov M.Q.Pardayev S.K.Salayev, B.A.Abdukarimov G.S.Sevlikyans and E.N.Xadjayev's Special mention should be made of the research conducted by However, an analysis of the scientific literature has shown that the service There is a lack of research on employment in the broadcasting sector. Description of research methodology: When writing a modern methods of scientific knowledge, including logical, statistical, mathematical, comparative analysis, sociological surveys, synthesis methods were used. Theoretical and practical significance of the results of the research. Scientific and practical recommendations of the dissertation work Social production changes in the employment structure as a basis for increasing efficiency can be used as a theoretical basis for further research.

The purpose of the topic is a study of the problems of changing the structure of employment completes the process, as well as the use of able-bodied people in it specific proposals have been developed to address the improvement tasks. From the scientific and practical recommendations of this dissertation Uzbekistan In the programs of socio-economic development of the Republic, as well in order to increase the efficiency of the economy, Labor and socialization of the population can be used in security departments. Also research results in higher education "Labor Economics and Sociology", "Labor market economy." [2]

Description of the work structure. Research paper introduction, three chapters, conclusions and recommendations and a list of references used in the first chapter the field of presentation and its place in employment are covered in the second chapter analysis of the employment situation in the service sector in the country

In the last chapter, the issues of increasing the role of the service sector in increasing employment were assessed, and promising scientific proposals and practical recommendations are given.

Uzbekistan's transition to a new market economy is unique conditions, folk traditions and customs is happening. It is based on world practice and economics the positive experiences of developed countries are also taken into account. When we say service, we must first understand the product of labor. This is the main definition of the product, to meet the specific needs of the people is In other words, service is the need of people and is an activity aimed at meeting the requirements. In our opinion, service of man, of business, of the state, and the benefit of those who are focused on meeting a particular need of society conscious activity related to the service process that does not result. These are the ultimate goals of the reforms being carried out in the country first of all, to create decent living and working conditions for human beings. This and further development of the service sector. Today, the service sector plays an important role in the economy of our country takes over. It is an integral part of the national economy The relationship is part of the overall system and the existing economy in society subject to the law. [3]They are currently three in the international classification of networks divided into sectors:

- Primary (agriculture, mining industry),
- Secondary (processing industry)

- Tertiary (services or social sphere).

The service sector is the provision of services to the national economy is the sum of the various networks involved. It has a social character: its services In addition to the population, it also offers legal entities. Population services provided are social services. In recent years, a separate government has been involved in the education system in our country from the state budget and the budget for its development A large-scale measure has been funded by external funds activities are underway. Today it is part of the state budget expenditures education in the first place in terms of weight, market economy planning and financing of educational institutions in the conditions of the need to improve the procedure, as well as the financing of this area The urgency of revising the sources indicates the relevance of the topic. Schools are the backbone of public education is This section includes primary education (grades 1-4), general secondary education (5- 11 classes), mostly state-owned in schools (primary, general secondary, etc.). Primary education is the literacy required for general secondary education, to build the foundations of knowledge and skills. General secondary education provides the necessary amount of knowledge, independent thinking, organizational skills and develops practical skills, initially career guidance and help you choose the next stage of education. It should be noted that the teaching of general secondary schools the effect is not only on the quality of education, but also on public education also depends on the amount of funds and the efficiency of their use. [4]

Therefore, the activities of general secondary education institutions are necessary great attention should be paid to the provision of resources. It is well known that the focus on the quality of education is not only social in the country well-being as well as economic development. More than 60% of Uzbekistan's population is children and adolescents in an environment where they can be trained, educated and trained training remains a topical issue of the day. Taking the path of radical change in the education system of the republic implementation of ongoing reforms and documents adopted in this regard the essence of which is comprehensively understood by the general public creating conditions - public administration, law enforcement agencies, education to be identified as the most urgent tasks of the staff of educational institutions shown. As you know, the reform of the education system began many years ago. [5]

Given the new conditions of the transition period, it is fundamental in the field of education and the Education Act to implement reforms The "National Training Program" was adopted. By this time, Uzbekistan along with the achievements in the national education system, a number of challenges was also present. [6] The main goals and objectives of the program are to solve these problems focused on accordingly, the key areas of reform outlined in the National Training Program are:

- Improving pre-school and general education;
- Rational organization of secondary special vocational education;
- Improving education management and funding;
- Creating an effective system of training.

Constitution of the Republic of Uzbekistan and "on education"

According to the law, all children who have reached school age in the country (disabled, children whose development is sluggish) in various educational institutions (disabled, special schools for

children vs whose development is sluggish with the introduction) are obliged to receive education. [7]

- On the way to implement the school education development program budget funds for targeted use, as well as legal and physical collection of sponsorship funds of individuals, foreign loans and grants;

- **New ones instead** of disruptive schools envisaged in the program construction, capital restoration, current and capital repair, schools training- laboratory equipment, computer equipment, school parties and equipment, financing of the volume of equipment with sports equipment;

- Strictly from the savings funds for the implementation of the program ensuring monitoring over targeted use. Accordingly, the formation of funds of the School Education Fund the sources and directions of expenditure were defined as:

Sources:

- Budget allocations envisaged in the state budget with a separate line;

- projected local budgets on taxes and fees funds from attracting more than part of the proceeds;

- Grants and credits of international financial organizations and institutions;

- Legal entities with residents and non-residents of the Republic of Uzbekistan and sponsorship assistance of individuals;

- Received from the placement of temporarily empty funds of the fund revenues;

- Other receipts not prohibited by law. Spending trends:

- schools failing in accordance with approved address lists capital repair, perfect reconstruction, instead of building new ones; financing of modern educational-laboratory equipment and computer equipment of schools;

- Purchase of parties and school equipment;

- equip schools with sports equipment.

CONCLUSION

Thus, the creation of a special state non-budget school education fund will strengthen the material and technical base of schools and allows expansion issues to be addressed in a centralized manner. Also, improving public administration in the public education system, general, secondary and extracurricular activities of the Ministry of Public Education focus on the development of the system, the activities of education authorities increase efficiency and accountability, advance the educational process through the effective introduction of pedagogical information and communication technologies public education by the Ministry of Public Education to ensure the quality of education implementation of a unified state policy aimed at developing the system, comprehensive development of general, secondary and extracurricular education, to further improve the knowledge and morals of students, as well as secondary schools and secondary special vocational education an 11-year average by ensuring interoperability between institutions. Implement a system of organizational and methodological measures for the introduction of education tasks such as.

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REVISITING HR PRACTICES DURING COVID-19 CRISIS: A CASE OF INDIAN FINTECH COMPANY

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ABSTRACT

With nationwide lockdown, travel restrictions and loss of businesses due to Covid-19, HR practitioners across various sectors faced numerous challenges. However, in such a scenario it is imperative to keep employees motivated and enthused to deal with this future together. Keeping this in mind, the present study aims to examine the challenges faced by the employees of an Indian Fintech company during COVID-19 pandemic. Further, the study aims to gain insights into the HR Initiatives taken by the company to help employees cope up with this pandemic. The findings provide an insight into the workforce challenges and the HR measures undertaken to cope up with the new normal. The study also highlights how different elements of HR got impacted due to this pandemic; and what is the way forward in coming times.

KEYWORDS: COVID-19, Crisis, HR Processes

INTRODUCTION

Recent studies indicate that the corporate landscape is constantly evolving to cope up with COVID-19 pandemic. The workplace has changed and the way corporates work will never be quite the same again. The pandemic has accelerated trends such as remote working, digitization and the adoption of new technology. As a result, a large majority of workforce is struggling with loneliness, facing difficulty with collaboration and communication online and reporting challenges staying focused on the job at hand. It's no surprise that employee motivation is especially at risk in these pandemic times. According to Deloitte Report (2020) [6,7], as a result of COVID-19 pandemic, an estimated 2.7 billion people or more than 4 out of 5 workers in the global workforce have been affected by the global lockdowns and stay-at-home measures. HR Managers definitely need new tools to motivate their employees, reenergize their teams, to accurately identify and diagnose recurring struggles and to empathetically help employees address their problems.

For people to stay psychologically resilient HR needs effective strategies for business continuation. The key responsibility of HR in present times is to inculcate a calm climate in addition to effective leadership which should respond timely with clear and assertive communication throughout the organization.

The new normal of working is growing across all organizations. According to Forbes Report(2020)based on a survey of 350 HR Heads in USA, it was found that due to the lockdown they encouraged 88% of their workforce to work from home even when no symptoms were seen in the employees. The main struggle among organizations was whether they are ready and prepared for allowing such large workforce to work from their home or not. The company Microsoft also stepped up and prepared a guide named “To work from Home during Covid-19”. KPMG Report (2020) [15] based on a survey on 315 organizations across 20 sectors, highlighted that higher focus has been given to designing interventions to retain and engage critical, essential and high potential workforce by redefining their talent strategies.

It has been noticed that the biggest challenge for HR Professionals during this pandemic is to keep their workforce engaged and productive while they are working from home. Maintaining the quality levels of business as well as checking employee productivity became a major challenge for the HR. Shift from face to face interactions with the superior authorities to going completely virtual on various platforms became very difficult to manage while keeping record of the employee. Against this backdrop, the present study aims to examine the challenges faced by the employees of an Indian Fintech company during COVID-19 pandemic. Further, the study aims to gain insights into the HR Initiatives taken by the company to help employees cope up with this pandemic. The study also aims to identify the impact of COVID-19 pandemic on the key HR processes, policies and practices in the company and across various industries at large.

This research paper is divided into following sections: Section 2 discusses the literature review on the subject; Section 3 presents the objectives and methodology of research; Section 4 provides-analysis & discussion. Section 5 presents findings & recommendations; conclusion & implications are provided in Section 6.

2. Literature Review

2.1HRM during Crisis

Though there has been extensive research related to HRM aspects through crisis, however, this investigation is scattered (Kim, 2020 [13]; Varma, 2020[24]; Farndale, et al., 2019 [8]; Teague and Roche, 2014; Kim and Ployhart, 2014 [14]; Gunnigle et al., 2013 [9];Liou and Lin, 2008 [17]; Wang et al., 2009 [25]; Wooten and James, 2008 [26]; Premeaux and Breaux, 2007 [20]; Chu and Siu, 2001). A recent study by Kim (2020) [13] focused on the organizational resilience generated by employees, as a resilient system, through their psychological ability and positive communication behaviors. The results indicated that organizational resilience was positively and significantly associated with employees’ intentions for proficiency, adaptivity and proactivity of organizational members, thus contributing to organizational effectiveness after a crisis situation. Yet another study by Varma (2020) [24] focused on the actions undertaken by the CEOs of United and Delta Airlines after the forceful removal of the passengers and its influence on the reputation capital as measured by the changes in the respective share prices of the airlines. Research findings suggested that actions taken as part of responsible leadership compass explained the variations in the share prices. In the case of United Airlines almost 70% of the

variations in the share prices could be explained by responsible leadership, whereas in the case Delta airlines only 50.6% of the variations in the share value could be predicted based on the role of leadership in crisis management. Another study by Farndale et al (2019) [8] focused on how International HRM can contribute to organization success when faced with extreme operating conditions. This study also describes the challenging economic, political, and social environments impacting organizations, exploring conditions from the past such as the global financial crisis, trends toward political nationalism, aging populations, and growing immigrant workforces. The focus lies on exploring how HRM can respond to such challenging external contexts to continue to contribute added value to the firm. Similarly, Teague and Roche (2014) focused on the bundles of HR practices that were adopted by firms during the Irish recession and examined the influences on the bundles that are evident. It also contributed to HRM theory by testing different views on HR bundles that were likely to be adopted in recessionary conditions and by moving beyond the prevailing focus in HRM on HR bundles adopted by firms in steady-state business conditions. A study by Kim and Ployhart (2014) [14] suggest that selective staffing and internal training directly and interactively influence firm profit growth through their effects on firm labor productivity, implying that staffing and training contribute to the generation of slack resources that help buffer and then recover from the effects of the Great Recession. Further, internal training that creates specific human capital resources is more beneficial for prerecession profitability, but staffing is more beneficial for post-recession recovery, apparently because staffing creates generic human capital resources that enable firm flexibility and adaptation. Likewise, Gigauri et al., (2013) [9] examined the impact of global financial crisis (GFC) on HRM in Ireland, placing a particular focus on the experience among MNCs. It was found that HR function appeared to have a key role in ‘delivering’ the results of the GFC within MNCs. Key MNC responses were generally managed through the HR function such as restructuring, downsizing and changes in pay and benefits. At corporate level, HR contribution was also evident, particularly in regard to acquisition and mergers where an important role was played by HR in due diligence work with other key managers, particularly operational level managers in evaluating sites, deciding on investment/divestment, outsourcing, evaluating and addressing labor costs, etc. Yet another study by Liou, and Lin (2008) [17] examined the causes of states in which organizations operate after terrorist attacks. Based on the qualitative analytic approach of causal loops, this article explored the major challenges for HR development prompted by terrorism. Specifically, the study focused on changes both to organizational communication and to workforce planning and succession. These activities were found to be a tremendous challenge immediately following a disaster. A functional HR plan must include elements for proactive alertness, the ability to dispatch inventory, evacuation plans, and record preservation coupled with dissemination to employees and explicit employee training and cross-cultural management. A study by Wang et al., (2009) [25], explored the strategic role of human resource development in organizational crisis management. The resulted showed that strategic human resource development approach could guide explorative learning by identifying and assessing future learning and performance needs, preparing and developing individuals, aligning systems and processes, and facilitating organizational and individual adaptation to changing conditions that affect shareholder values. The quality of HRD specialists would determine the extent to which they were able to contribute to the development of crisis management plans; lead post crisis examination of a crisis response to identify areas for improvement; act as a driving force behind the development of crisis management plans; and persuade top management to test the feasibility of these plans. Likewise, Wooten and James (2008) [26] through the use of

qualitative research design and the analysis of firms in crises, examined leadership competencies during each phase of a crisis. In addition, the study related the important role of human resource development to building organizational capabilities through crisis management activities. Another study by Premeaux and Breaux (2007) [20] examined knowledge sharing in crisis situations and the associated role of HR. Specifically, the study analyzed a 2006 report from the U.S. government on the preparation for and response to Hurricane Katrina by identifying its key themes, scenario facts, and lessons learned. Thereafter, study made suggestions on how organizations can improve knowledge-sharing practices in crisis situations, such as the development of integrative planning between agencies and the establishment of robust systems to capture, manage, and disseminate large volumes of data. A similar study by Chu and Siu (2001) examined the processes of the rightsizing strategies of Chinese-owned small and medium-sized firms in Hong Kong during the worst economic downturn. The research results suggest that SMEs in Hong Kong followed different HR practices at different stages. In the 'restricting stage', SMEs reduced or stopped hiring new staff and restricted overtime for the existing staff to deal with decreases in sales and the oversupply of manpower. In the 'trimming stage', SMEs scaled down/ streamlined their operations. In the 'proactive stage', SMEs employed existing staff in overtime work and started to hire new staff at lower pay but with higher technological competencies to prepare for recovery.

2.2 HRM during COVID-19 Crisis

Some of the recent studies from the vast literature on the subject have been reviewed. In this context the recent research by Sengupta (2020) [22] found that many organizations are shifting to digital platforms for cost cutting purposes during COVID-19. The study recommended that employee's health plan and health insurance must be kept into consideration by the company with an urgent need to revamp their security policy. Yet another study by Kaushik & Guleria (2020) [12] examined how COVID-19 has caused disruptions all over the world. In this regard companies have now promoted work from home (WFH) practices which were earlier accepted only for IT and Technology sectors only. Now WFH has been considered as an integral model for many companies worldwide. In a study by Carnevale & Hatak (2020) [4] it was found that external crisis such as COVID-19 increased threats, uncertainty among the organizations workforce and immediate threats to performance and viability. Organizations have found new solutions to cope up with this crisis and how human resource practices are getting dynamic in this altered working environment. A study by Gigauri et al., (2020) [9] has shown that decision makers of multinational firms have taken actions so as to decrease the impact of pandemic. These actions relate to International Human Resource Management practices by rethinking boundaries and managing the distance. Difficulties arose in terms of employee training, selection and virtual collaboration. Balance between organizational performance, managing internationally and well managing the uncertainty is a tough challenge. A research done by Novitasari et al., (2020) [19] found that during this COVID-19 pandemic, work-family conflict has negative and significant effect towards worker's performance. On the other side, work-family conflict could also give positive and significant effect towards readiness to change of the employees in this COVID-19 pandemic. A study by Gigauri (2020) [9] has shown that dramatic changes are caused due to Covid-19 pandemic on companies as well as affected human resource management as well. HRM took initiative in this pandemic to help people cope with stress and allowed them to continue working remotely so that businesses remain uninterrupted. It is recommended that companies and HR must come together and develop an effective crisis plan for the current and

future crisis. A research conducted by Mala (2020) [18] examined that COVID-19 has revealed importance of Human Resource Management in organizations across the globe. There are many aspects that need to be considered like managing remote working, salary deducts as well as working hours. Employers are now more dependent on HR for new policies and strategies to overcome this pandemic. Bersin (2020) [2] emphasized that COVID-19 pandemic is an unprecedented crisis that has tested both professional and personal relations around the world. During this period, HR was faced with the challenge to keep workforce safety an important aspect while keeping vision and mission of company on priority. In a study by Craven et al., (2020) [5] month wise business implication due to Covid-19 was studied and various measures by HR like supporting and protecting employees, thinking about new horizon of COVID-19 was suggested. In addition, employee's safety was the top most concern for HR. A Deloitte Report (2020) [6,7] found that HR practitioners are facing great challenge both in terms of maintaining employee safety as well as on the business perspective. Keeping in mind both the aspects, online platforms are encouraged for most of the business activities, salary cuts and layoffs are also few measures taken by HR during this pandemic. KPMG (2020) [15] report suggested that in the current scenario and in the post COVID-19 times, AI and ML-based digital technology will play a key role in employee engagement. Managing employee emotions is a key aspect that organization engagement teams and business managers will need to address increasingly, in order to retain productivity, quality of work and business continuity. In a study by Soucheray (2020) [23] Great Influenza and COVID-19 are studied and the similarities are taken and how people overcame with the crisis. HR also identified employees who can work from home or from other remote locations. Employees' shifts were scheduled. In addition, companies distributed gloves, masks, food and water to employees depending on the location of offices.

Review of literature suggests that there is a dearth of studies examining the challenges faced by the workforce during the COVID-19 pandemic especially in the Indian Fintech industry and the HR measures undertaken in this sector. Moreover, there is scarce literature investigating the impact of the COVID-19 pandemic on the key HR processes, policies and practices in this sector and across other industries since this pandemic is a recent phenomenon. Therefore, there is a research gap, Hence the present study has been undertaken to fill this research gap.

3. Research Objectives and Research Methodology

3.1 Research Objectives

The primary objectives of the research are:

- To examine the challenges faced by the employees of an Indian Fintech company during COVID-19 pandemic.
- To gain insights into the HR Initiatives taken by the company under study to help their employees cope up with the pandemic.
- To understand the impact of pandemic on the key elements of HR in the aforesaid company and across other industries.

3.2 Research Methodology

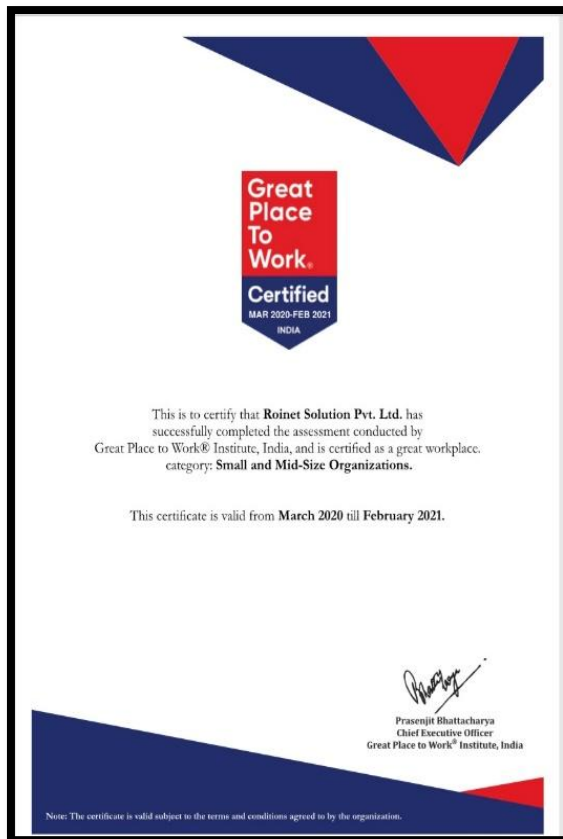
The present study is descriptive and exploratory in nature. It is based on both primary and secondary sources of data collection. The secondary data has been gathered through reputed journals, periodicals, books, magazines research reports of various organizations such as KPMG,

PwC and Deloitte. The primary data has been collected with the help of a questionnaire (*Annexure-1*) circulated to about 100 employees of ROINET Solution Pvt. Ltd. Thereafter, the data was collected through a telephonic interview based on a questionnaire (*Annexure-2*) with the HR (Head) of the company.

4. Analysis & Discussion

4.1 A Case of Indian Fintech Company

ROINET Solution is a technology driven Indian financial services company which was set up with a vision of enabling the access of banking and other financial services for the unbanked-underserved population at the bottom of the pyramid. It has total strength of 215 employees (with 185 at the supervisory level, 30 at the executive level and 10 at the managerial level). The company being certified by GPTW, as a “Great Place to Work” constantly focuses on development, enhancement and engagement of its people (*See Exhibit-1*). The company for promoting camaraderie and delivering great workplace experience has been awarded the “India’s Best Workplaces in Fintech” by GPTW Institute, India (*See Exhibit-2*).



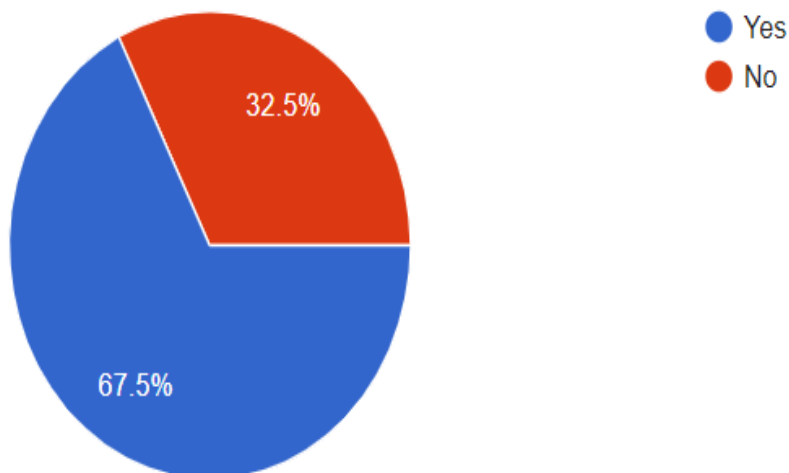
(Exhibit-1)



(Exhibit-2)

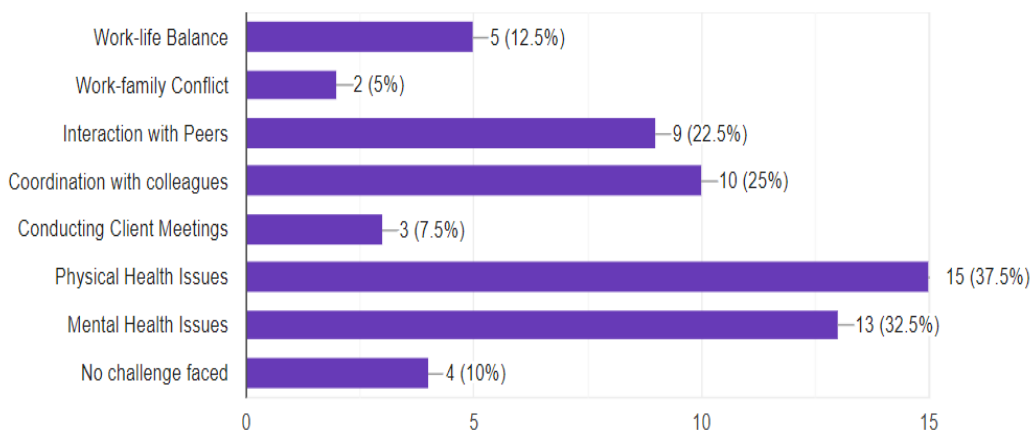
4.1.1 Challenges faced by ROINET employees during COVID-19

1. Did you feel that COVID-19 pandemic affected you?



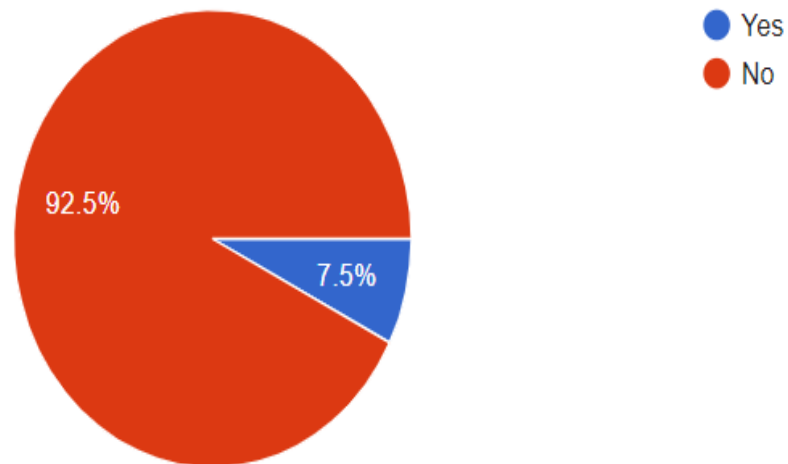
It can be interpreted from the pie-chart that about 67.5% employees felt that COVID-19 pandemic affected them, whereas 32.5% felt that they were not affected by covid-19 pandemic.

2. What were the challenges you faced during this pandemic?



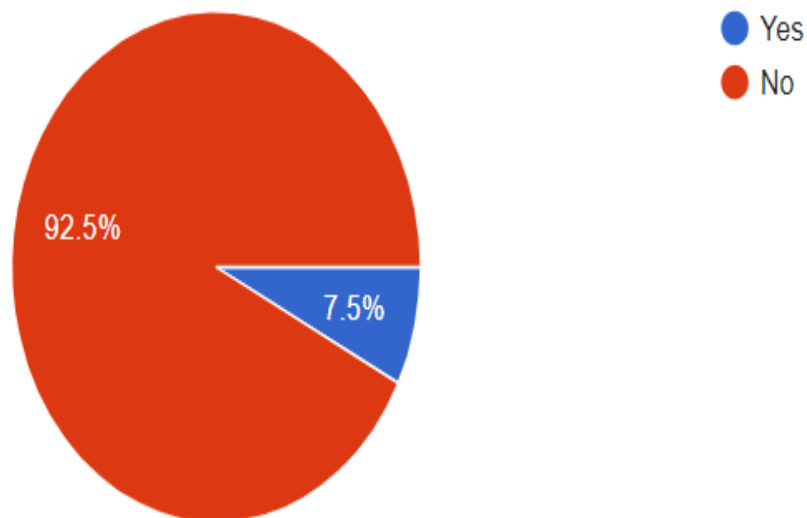
It is evident from the graph that most of the employees faced problem related to their physical and mental health followed by challenges faced in coordination with colleagues and interaction with peers followed by problems in work-life balance and with very few facing difficulties in conducting client meetings and issues related to work-family conflict.

3. Did your performance suffer due to COVID-19?



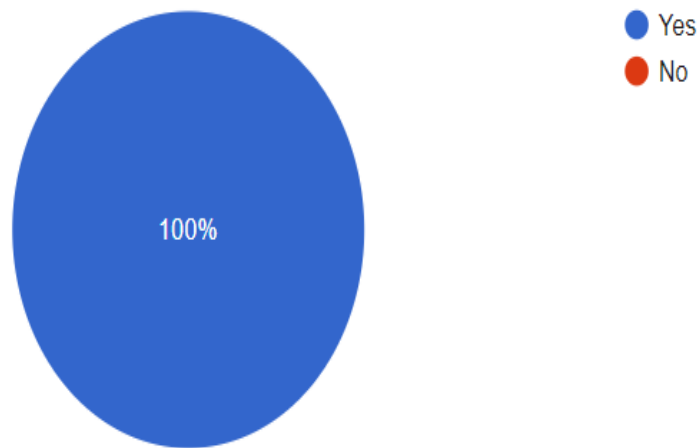
It is clear from the pie-chart that about 92.5% employees said that their performance did not suffer due to the pandemic whereas 7.5% felt that their performance got suffered.

4. Did you have any salary cuts during this pandemic?



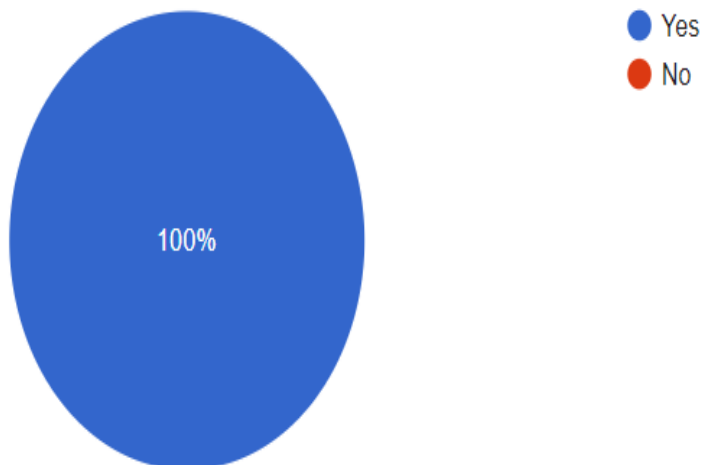
It can be seen in the pie-chart that 92.5% employees did not face any salary cuts whereas 7.5% employees faced salary cuts and they are from top level management.

5. Did your company ROINET Solution help you in coping up with the pandemic?



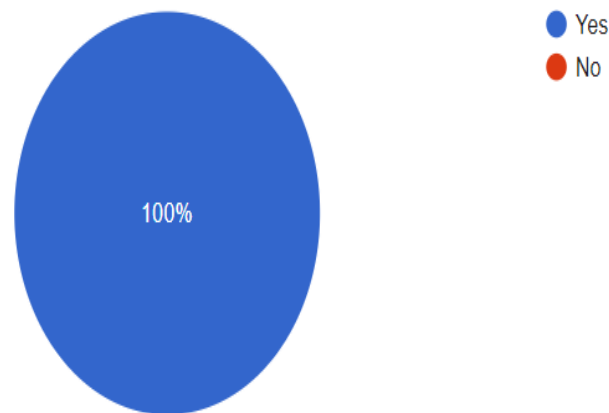
It can be inferred from the pie-chart that all the employees responded that their company ROINET Solution helped them in coping up with the pandemic.

6. Were there any initiatives taken by your company for the welfare of employees during this pandemic?



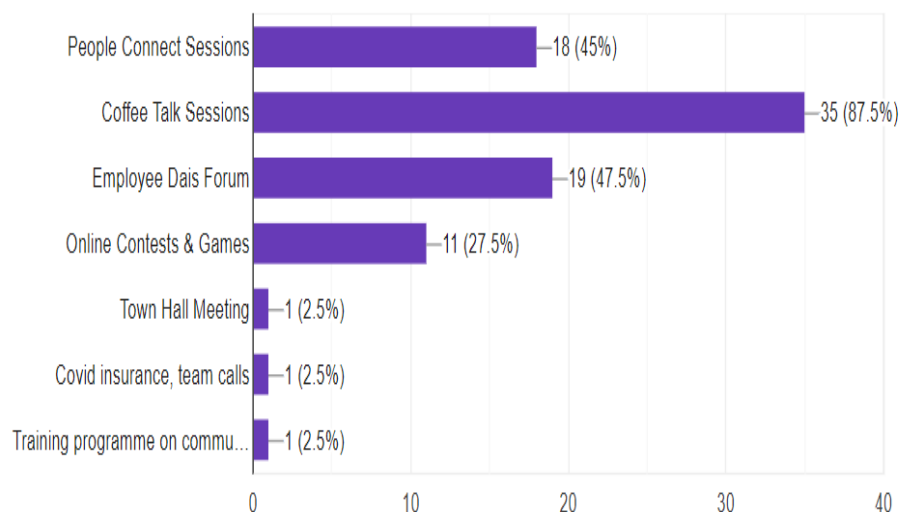
It is visible from the pie-chart that all the employees said that their company has taken initiatives for the welfare of employees during this pandemic.

7. Did these initiatives help you in coping up with the pandemic?



It is evident that all the employees said that the initiatives taken by their company helped them in coping up with the pandemic.

8. Which among the following initiatives helped you the most during the COVID pandemic?



It can be inferred from the graph that majority of the employees said that Coffee Talk Sessions helped them the most followed by Employees Dais Forum followed by People Connect Sessions during the COVID-19 pandemic.

4.1.2 HR Initiatives at ROINET during COVID-19

The HR at ROINET did regular People Konnect Programs to understand the wellbeing and challenges faced by it's employees during the pandemic. The points were also shared with various functions to sort the issues on a real time basis. Since the People Konnect was a regular activity, the tracking and execution was seamless.

The organization during the difficult time was able to complete the performance appraisal for last Financial Year and approximately 20% of the total strength were rated as Top Raters who would now be a part of Elite Cub. Moreover, the organization was recognized by Deloitte as 3rd Rank in Technology Fast 50, 2020 India Winner (See *Exhibit-3*).



(Exhibit-3)

➤ **Several HR Initiatives taken at ROINET Solution during COVID-19**

1. **Implementation of Work from Home Policy:** The company adopted work from home policy during the COVID pandemic, consequently everyone was given work from home, however, only few people in logistics only 1-2 people were coming for essential works with 1-2 office staff so as to smoothly run the operations. As part of this policy, the company reimbursed all the expenses incurred by the employee while working from home. Such reimbursements included all the expenditures pertaining to wifi-cost, mobile bill and ergonomic table-chair.
2. **Project Vikas:** This initiative was launched in June'2020 and has people from every domain, core to non-core functions. The initiative aims towards exploring avenues for promoting growth of the company with the help of brainstorming sessions being organized periodically. It is believed that this endeavor will not only help in growth of the company but would help in employee's development as well.
3. **"I am the solution in ROINET Solution" Campaign:** As part of this campaign, employees who have trust in the organization and who feel that they are a part of the Solution in ROINET, post with their verbatim on various social media platforms (See *Exhibit-4*).



(Exhibit-4)

3. **Announces ESOP to retain top performing talents:** ROINET Solution on 13th February 2021 announced Employee Stock Option Plan in which top 20% of employees will have ownership in the company. The objective behind launching this plan was to retain top performing talents in the company. This will also help in securing more commitment from employees as they will start focusing on improving the profitability of their respective businesses. Through ESOPs, they wish to create a happy, responsible and productive talent pool. The ESOP news for retaining top performing talent was also featured in one of the eminent online platform “BW People” of Business World.

4. **Innovative Employee Engagement Activities:** In order to keep their employees engaged and happy, the HR has started conducting many engagement activities mostly online. Some of these activities have been discussed below:

- **People Connect Sessions-** The HR organizes people connect session weekly as the company has remotely located sales team. These sessions are organized region-wise and usually last for an hour. During these sessions, major achievements of employees within respective teams are highlighted and appreciated. Even all people and non-people related queries are addressed. The major objective through this initiative is to connect with these remotely located employees in a better way.
- **Coffee Talk Sessions-** Virtual coffee talk sessions are also being arranged for all employees wherein eminent guest speakers are invited to discuss over informative topics. These are minimum one-hour sessions, organized once in a month on Saturdays for more participation. The HR organizes these sessions in order to create a platform where all employees can learn

more life-skills, apart from day-to-day office work. Generally, people in good number actively attend the coffee talk sessions.

- **Employee Dais Forum**-The HR at the company is actively taking initiatives for maximum employee engagement. One such program launched recently, called Employee Dais Forum, wherein on a regular basis employees are being individually invited to come forward and share their thoughts, learnings, professional experiences, success stories and motivational anecdotes with the entire workforce through the online platform. The purpose of this activity is to connect with each employee in a better way and provide them the opportunity to share their feelings without hesitation & motivate other employees as well.
- **Online Contests & Games**- Usually on weekends, on-line games & contests are being organized for employees. Recently an Antakshari game, quiz contest and selfie contest were organized. Winners of these contests & games are awarded e-gift cards. The objective of doing such events is to create fun & friendly atmosphere for employees so that they feel more comfortable and connected.
- **Town Hall**-Town Hall at ROINET is a monthly activity and was introduced with the objective of giving key highlights of the organization performance in the previous month and introduces the new entrants in the organization. This ensures that the employees are completely connected & updated about where the organization is heading towards.

4.3 Impact of COVID-19 on HR Function @ ROINET Solution

The ways in which HR at ROINET Solution adapted during COVID has been discussed below:

➤ Recruitment & Selection

Being a leading organization in the Fintech industry, with all the expansion plans for future, the HR has brought some changes in their hiring strategy & process since last one year. Before the pandemic, focus was on bulk hiring so as to expand their front-end sales team in order to diversify their operations and increase the market share. In initial 3 months (April-June'2020) the recruitment stopped and also senior level staff took cut in their salaries so as to conserve cash but July'2020 onwards the company started recruiting people w.r.t replacement of those who left the organization before pandemic. About 60 plus people were selected. However, the focus then shifted to replacement hiring. As a result, they only aimed at hiring for key roles and replacement hiring.

➤ Performance Management

Over the year, their employees have been performing exceptionally well even in these tough times and in order to boost their morale the company gives many rewards and recognitions to them. These exceptional performers get felicitated with certificate of appreciation, cash prizes etc. As a result of COVID-19, performance appraisal was stopped but only necessary promotions were given to very few people but in general no performance appraisal was there. However, appraisals were conducted in mid-April 2021. Performance Management System (PMS) was already announced and increments were shown by end-April 2021. The company has also introduced Employee Stock Ownership Program (ESOP) for good performers who have worked with them for a considerable amount of time. Talking about the strategy, their emphasis is more on non-monetary rewards for motivating employees, than monetary benefits.

➤ **Training & Development**

The company focuses on continuous learning, development & skill enhancement of all their employees. Due to the pandemic, all the training and development sessions are being conducted in an online mode. Apart from usual induction & training of new employees, the HR is arranging online weekly training sessions for their sales team to keep them up to date about the new processes, products and services. These sessions are a blend of offline & online so that all the employees, whether local or distant, can attend with ease and benefit from it. The HR is also arranging many soft skills training and webinars in association with other institutions, for instance a one-day webinar on 'Communication Skills' was organized for their managerial staff in December'2020 as part of their Management Development Initiative. Communication skills is one of the most important trait for frontline sales team and the organization believes that effective communication can certainly value add in terms of business and also servicing the channel partners. The training was a blend of online and offline format followed by an evaluation and certification of employees. Almost all learning & development sessions are being conducted virtually for mass participation.

➤ **Employees Health, Safety & Well-being**

Since this pandemic has adversely affected both physical and mental health of people, the HR at the company organized a fitness program for all employees, under the guidance of a fitness trainer. Started with walking, fast walking & jogging at Rajpath, followed by stretching and cardio exercises. The purpose of this program was to give a break to the employees from their monotonous routine work so that they feel better on the job, both mentally and physically. Additionally, the HR has introduced COVID Insurance policy for the employees, which aims at providing COVID insurance to all existing employees and new employees as soon as they onboard. The insurance is in addition to the medical reimbursements. After the 1st wave of COVID-19, employees started travelling and it was important to secure the employees with COVID Insurance Policy. The purpose of this initiative is to ensure health and well-being of the employees and ensure that they need not suffer financially due to illness in these difficult times.

4.3 Impact of COVID-19 on HR across various Industries

Various Elements of Human Resources and the way they got impacted and are adapting to this crisis are as follows:

➤ **Recruitment and Selection**

According to KPMG report (2020) on Covid-19, about 66 per cent of organizations have deferred or suspended their hiring schedule at different job levels, while 30 per cent have also reduced their headcount budgets. The Contract/part-time/gig workforce is the most impacted by this downward trend in recruitment. Besides, ITES and BFSI developed various strategies and declared them as highly mature on work from home practice. Many companies stopped their hiring process in order to recover their losses that were incurred due to pandemic. Orientation and on boarding in the pandemic has been shifted to the digital platforms.

➤ **Performance Management**

The COVID-19 pandemic has thrown performance management systems into chaos. According to KPMG report(2020) on Covid-19, in March, Facebook announced that it would be giving all 45,000 employees the same "exceed expectations" performance review rating for the first two

quarters. Some companies cancelled their next review cycle altogether. Others found it challenging to explain the last-minute changes to their performance measures and reward allocations.

➤ **Training and Development**

COVID-19 crisis has pushed majority of corporates to take the leap and switch to e-webinars (27 per cent) and 'e-learning' (26 per cent). As per McKinsey and EY reports (2020), use of Microsoft Teams, Google Meet, Zoom meetings and Webex increased tremendously among corporates for conducting online training programs. Virtual learning & development programs are being organized by companies for their employees so as to engage with them in order to maintain smooth functioning. With uncertainty here to stay, AI and ML-based digital technology will play a key role in imparting employee learning.

➤ **Employee Engagement**

According to PwC report (2020), in the present business situation during COVID- 19 pandemic, employee engagement has become one of the primacies for HR practitioners in organizations due to lockdown. During this pandemic situation, organizations are evolving many engagement activities like online family engagement practices, online team building activities, webinars with industry experts, online weekly alignment sessions, team meet- ups over video conference for lunch, short online game sessions, virtual challenges & competitions, appreciation sessions, communication exercises, online counseling sessions, recognition and acknowledgment sessions, webinars dealing with anxiety and stress, providing online guidance for exercise and meditation, social interactions in a virtual office. Organizations such as KPMG, Moody's, TCS, Facebook etc. are conducting these kinds of engagement activities for their employees so that they stay connected and committed to their companies.

➤ **Occupational Health and Safety**

As per KPMG Report (2020), while 68 per cent responding organizations admitted that they are mature to support remote working, only 48 per cent of the organizations are supporting their employees by providing laptops with secured connection to ensure smooth remote working.

72 per cent respondents confirmed the adherence of basic precautionary health measures like usage of sanitizers by their firms. Select organizations have gone a mile ahead to ensure safety of their on-site employees by adopting practices such as daily fumigation of transport buses, plant workspace, boosting immunity through healthy supplements and food etc.

➤ **Personal Wellbeing**

COVID-19 social isolation measures have had a profound impact on the mental well-being of individuals across society. The anticipated consequences of isolation measures are themselves key risk factors for mental health issues including self-harm, suicide, substance misuse, domestic and child abuse. According to McKinsey report (2020), Amazon and Tata Group developed strategies to combat the negative effects of the pandemic on their employees. Multiple organizations are setting up 'HR connect' and Counselling helplines to address challenges arising from elevated stress and anxiety levels.

1. FINDINGS AND RECOMMENDATIONS

The results of the employee survey conducted at ROINET Solution clearly manifests that the majority of employees agreed that COVID-19 pandemic affected them. Further, most of the employees faced problem related to their physical and mental health followed by challenges faced in coordination with colleagues and interaction with peers followed by problems in work-life balance. It is evident from results that majority of the employees agreed that one of the HR initiatives undertaken by the company that helped them the most in coping up with the pandemic was Coffee Talk Sessions. The other HR initiatives that helped them during this pandemic were 'Employees Dais Forum' followed by 'People Connect Sessions'. It is apparent from the case that HR could identify the issues and challenges of their workforce and therefore, could come up with timely HR Interventions in form of employee engagement activities which not only helped employees to acquire more life-skills but also helped them to stay connected with each other. Moreover, these activities provided a platform where employees could share their emotions, thoughts, learnings, professional experiences, success stories and motivational anecdotes with others.

Further, realizing the adverse effect of this pandemic on physical and mental health of the employees, HR at the company periodically organized fitness programs for their workforce during this period. The purpose of these programs was to provide a much needed break to the employees from their monotonous routine work. This HR initiative not only helped in reducing their stress levels but also ensured that they stay fit both mentally and physically. Another HR initiative that helped in ensuring physical and mental well-being of employees was the timely adoption of work from home policy for its employees. This policy was formulated to provide greater flexibility to the employees to work productively from their respective homes in view of the safety related challenges faced by them in reaching their offices due to the COVID-19 crisis situation.

The study also highlights the impact of COVID-19 on various elements of HR such recruitment, selection, performance management, learning& development, employee engagement, occupational health & safety at both ROINET and across other industries. In light of the findings from the present study, there are certain recommendations for the HR Professionals so that they are better prepared for the future of work. The suggestions have been discussed below:

a) Future workspace redesigning

Organizations need to review assumptions of the design of the role mix. It is believed that distributed but centrally coordinated model for operation will address resilience measures. Therefore companies must encourage a flat structure, empower teams, design agile processes and speed up decision-making.

b) HR restructuring

New age team structures linked to agile way of working will be adopted. In light of the changes that are seen during the pandemic, assessment of existing span of controls, hierarchies and authority-responsibility relationships is required. Moreover, structure needs to be redesigned so as to assist shifting business models and revised business goals.

c) Change in Performance and productivity measures

Individual and team performance measurement metrics and systems in the virtual work setting needs to be reviewed and revised. Performance expectations must be communicated keeping in view the evolving new normal demands. Flexi-goal setting with multiple short review cycles provides opportunities for employees to adjust their goals and identify ways they can upskill to remain relevant in the new work environment. There is need to recognize contribution too and not just performance i.e. managers need to focus more on behaviors than just outcomes when assessing performance.

d) Effective leadership

Leadership should ensure flexibility to nurture autonomy. Moreover, it is expected for leaders to exhibit genuine transparency and a caring attitude towards employees. There must be synchronization of objectives so as to meet employee goals and organizational mission.

e) Culture Preparedness of employees

AI based cultural preparation and transformation interventions will be crucial in the times to come. To drive such a culture in the company-there is a need to identify networks, influencers, engagement level, drivers and prescriptive action items. In order to keep the employees engaged and happy, the HR must come up with innovative engagement activities. Organizations must adopt new ways of working that helps in building a strong culture, cohesion and trust even when many employees are working remotely.

f) Amendments in Policies and Amenities

Effective crafting and execution of instant policy modifications will include hot desking and work from home/work from anywhere policy. This would also involve finding out policies and processes which will get affected due to the novel remote ways of functioning.

g) Technology concerns and Facilitators

To support all HR processes, technology enabled applications will be required. Further, there is need for e-learning platforms, HR virtual counselling forums, integrated technology and apps as to support all critical HR processes.

h) Focus on Employee Health & Safety-Commitment to employee well-being, safety and motivation through focus on their physical, psychological and financial apprehensions both at home and at the workplace.

i) Redefining Employee Experience- In context, of a hybrid workforce, companies need to provide an exceptional employee experience that is in alignment with company culture & ethos. Moreover, companies are required to craft an employee experience that engages, empowers and creates a sense of inclusion. Further, companies must understand how to leverage technology & analytics to comprehend and encourage enhanced virtual employee experience.

j) Clear communication – Regular update meetings/check-ins and Employee Speak sessions would certainly boost the morale of the employees. Spreading positive message that there is a life after Pandemic would make employees far more responsible in deliverables.

2. CONCLUSION AND IMPLICATIONS

Coronavirus has adversely affected human lives, businesses and corporate world functioning worldwide. With remote working and things getting shifted to digital platforms, the workforce has faced numerous challenges across the board. Nevertheless, the pandemic has impacted the HR functioning to a great extent. Against this backdrop, the present study has been able to identify the major challenges faced by employees of ROINET Solution during the COVID-19 pandemic. At the same time, the study has been able to highlight how the accelerating HR measures undertaken by the company helped the employees in coping up with the pandemic. Moreover, the study has been able to ascertain the impact of this pandemic on various elements of HR functioning in the aforesaid company and across various sectors at large. The study also provides insights into the way HR at ROINET Solution has managed and adapted to the new normal whether it is shifting to work from home, holding meetings through digital platforms, imparting online trainings, conducting digital employee engagement sessions, taking care of employee safety & well-being to name a few. The findings of the present study contribute to both theory and practice. It adds to the existing strand of literature on the subject by providing fresh insights from the Fintech industry. Besides this, the study provides suggestive measures for organizations' and HR practitioners to revisit and redefine their HR operations to keep pace with evolving business and workforce priorities in light of COVID-19 pandemic.

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ANNEXURE-1

Questionnaire for Employee Survey

1.Name:

2.Designation:

3.Did you feel that COVID-19 pandemic affected you?

Yes

No

4.What were the challenges you faced during this pandemic?

Work-life Balance

Work-family Conflict

Interaction with Peers

Coordination with colleagues

Conducting Client Meetings

Physical Health Issues

Mental Health Issues

5. Did your performance suffer due to COVID-19?

Yes

No

6. Did you have any salary cuts during this pandemic?

Yes

No

7. Did your company ROINET Solution help you in coping up with the pandemic?

Yes

No

8. Were there any initiatives taken by your company for the welfare of employees during this pandemic?

Yes

No

9. Did these initiatives help you in coping up with the pandemic?

Yes

No

10. Which among the following initiatives helped you the most during the COVID pandemic?

People Connect Sessions

Coffee Talk Sessions

Employee Dais Forum

Online Contests & Games

Any other

ANNEXURE-2

(Questionnaire for Interview with HR(Head))

1. Total strength of employees in the company _____

2. How many people are there at the following levels:

Managerial Level _____

Executive Level _____

Supervisory Level _____

3. Due to COVID-19 pandemic, lots of businesses are being shut and there arises a huge challenge for company's HR to manage employee satisfaction as well as cope up with company's vision and mission. What were the challenges you faced in ROINET Solution due to covid-19 w.r.t the following:

(a) Recruitment _____

(b) Selection _____

(c) Onboarding _____

(d) Training and Development _____

(e) Compensation _____

- (f) Performance appraisal _____
 - (g) Career Development of employees _____
 - (h) Health and safety of employees _____
 - (i) Employee Engagement _____
 - (j) Any other _____
4. What were the initiatives taken by HR w.r.t the following:
- (a) Recruitment _____
 - (b) Selection _____
 - (c) Onboarding _____
 - (d) Training and Development _____
 - (e) Compensation _____
 - (f) Performance appraisal _____
 - (g) Career Development of employees _____
 - (h) Health and safety of employees _____
 - (i) Employee Engagement _____
 - (j) Any other _____
5. Did you allow WFH practices? If yes, then how much percentage of employees you allowed to work from their home?
6. Did you reimburse the expenses incurred by the employee while working from home? If yes, please provide details of the reimbursements made.
7. What were the strategies you implemented to keep your employees engaged?
8. Did the company take the following measures during the COVID-19 pandemic:
- a) Hiring Freeze
 - b) Incentives & Bonus Deferred
 - c) Employee's Salary Cuts
 - d) Promotions Deferred
 - e) Employee's Job Terminations
 - f) Any other
9. Did you notice any change after the new HR measures were taken w.r.t following:
- (a) Employee Engagement _____
 - (b) Employee Performance _____
 - (c) Job Satisfaction _____
 - (d) Absenteeism Rate _____
-

(e) Attrition Rate_____

(f) Employee's Proactive Behaviour_____

(g) Any other Desirable Behaviour_____

10. Any other HR Initiative or measure taken by the company that you would like to discuss.

11. Any suggestions/recommendations to companies for enhancing their HR effectiveness in the post COVID times.

DETERMINATION OF THE AMOUNT OF FLAVONOIDS IN THE LEAVES OF THE SERIES

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ABSTRACT

This article briefly provides some data on the use of medicinal plants in the treatment of various diseases, on the distribution of flavonoids in the plant world. The authors carried out a photometric determination of the amount of flavonoids in the leaves of the series. The flask was then cooled to room temperature and filtered through a filter paper into a 100 ml volumetric flask. The extraction was performed once more, then once again with 90% alcohol for 30 min.

KEYWORDS: *String, Flavonoids, Biological Activity, Phytotherapy, Chemical Composition, Photometry.*

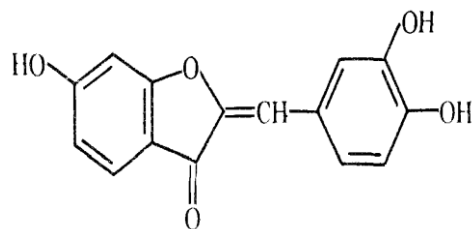
INTRODUCTION

Herbal preparations are used mainly for the treatment of cardiovascular diseases, as well as choleric, laxative, expectorant, gastric, sedative, tonic, photosensitizing and other means. Increasing use in chemotherapy of tumor diseases, which is due to the high specific biological activity, combined with a complex effect on the entire body [1].

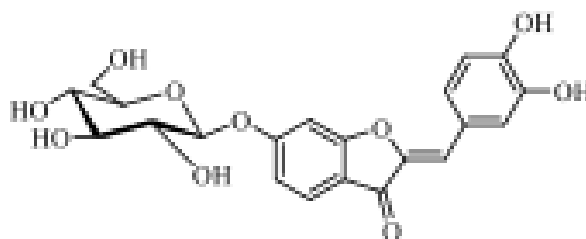
Flavonoids are among the most common biologically active compounds of plant origin. Flavonoids are found in greater or lesser amounts in almost all plants; their occurrence in higher plants reaches 80%. Flavonoids are found mainly in higher plants, but are also found in algae, fungi and mosses. Plants of the families *Fabaceae*, *Rutaceae*, *Polygonaceae*, *Rosaceae*, *Asteraceae* are the richest in flavonoids. Flavonoids are a group of plant pigments, the combination of which determines the color of flowers and fruits [2].

Phytotherapy, or healing with medicinal plants, is widely used in the treatment of gastrointestinal diseases. The active substances of medicinal plants (LR) (flavonoids, coumarins, vitamins, etc.) are contained in certain quantities. To man, as part of nature, such natural components are closer than artificial and synthetic means.

Among all medicinal herbs, the sequence occupies a special place. Grass succession perfectly helps in the treatment of many diseases, including gastritis. Grass string with gastritis with high acidity improves metabolism, reduces inflammation in the stomach [3]. Burley herb contains a significant up to 60-70 mg% of carotenoids, as well as flavonoids: luteolin-7-glucoside, chalconbutein, auronulphuretin, sulphurein, cynaroside, etc. [4].



Sulphuretin



6-Sulfarein

The herb also contains mucus, bitterness, essential oil, tannins, polysaccharides, coumarins (umbelliferon, scopoletin), triterpenoids, vitamin C (up to 0.9%), carotenoids (0.05%), carotenes, a large amount of vitamin C (up to 1000 mg%), Mn salts, polyacetylenes, as well as aromatic derivatives and thiophenes. .3%). The plant concentrates Zn, Se, Mnsalts [5].

The literature sources do not provide accurate data on the content of flavonoids in the aerial parts of the string. Therefore, in order to study the chemical composition of the sequence, we conducted experiments on the quantitative determination of the amount of flavonoids in plant material, since flavonoids are the main biologically active substances of most medicinal products. To do this, we used the spectrophotometric method using the reaction of complexation with aluminum chloride, in terms of quercetin, described in [6,7]. The crushed dry leaves of the string were taken as the object of the study.

The determination of the amount of flavonoids in percent was calculated using the following formula:

$$X = \frac{D \cdot 25 \cdot 100 \cdot 100}{m \cdot 764,6 \cdot 2 \cdot (100 - W)}$$

Where: D - optical density of the solution used;

764.6 – specific absorption index of the complex of quercetin with aluminum chloride at 430 nm; m - sample weight, in g; W - is the weight loss on drying, in %. The results of the determination are given in table.1.

TABLE 1. THE RESULTS OF DETERMINING THE QUANTITATIVE CONTENT OF THE TOTAL FLAVONOIDS IN THE LEAVES OF THE SERIES

№	Hinge	Optical density	Content of flavonoids, mg%
1	0,9681	0,312	0,94
2	0,9677	0,312	0,95
3	0,9657	0,311	0,94
4	0,9657	0,311	0,94
5	0,9668	0,311	0,94

As the results show, the content of the sum of flavonoids in the dried leaves of the series is 0.94-0.95 mg%.

Material and methods:

Determination of the amount of flavanoids in the leaves of the series. About 1 g of the powdered powder was placed in a 150 ml flask with a thin section, 30 ml of 90% alcohol containing 1% concentrated hydrochloric acid was added, the flask was attached to a reflux condenser and heated in a boiling water bath for 30 min. The flask was then cooled to room temperature and filtered through a filter paper into a 100 ml volumetric flask. The extraction was performed once more, then once again with 90% alcohol for 30 min. The extracts were filtered through the same filter into the same volumetric flask, the filter was washed with 90% alcohol, and the volume of the filtrate was adjusted to the mark with 90% alcohol (solution A). 2 ml of solution A was poured into a volumetric flask with a capacity of 25 ml, 1 ml of a 1% solution of aluminum chloride in 95% alcohol was poured, brought to the mark with 95% alcohol, and the optical density of the resulting solution was measured on SF at a wavelength of 430 nm in a cuvette with a layer thickness of 10 mm. As a reference solution, we used a solution consisting of 2 ml of solution A, brought to the mark with 95% alcohol in a volumetric flask with a capacity of [5].

Thus, a quantitative determination of the amount of flavonoids in the dried leaves of the series was carried out.

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RESULTS OF RESEARCH ON THE BASIS OF PARAMETERS OF THE CYLINDER LEVELER WITH ROLLER

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ABSTRACT

This article presents the results of multi-factor experiments conducted under the Hartley-4 plan to determine the optimal values of the wheel roller leveler-alignment parameters. At a rate of 6.0-9.0 km/h, the diameter of its gallbladder is 29.6-35.0 inches [29.6-35.0 sm] in diameter to ensure the quality of work at the required level of energy, It has been determined that the installation load given to it should be between 2.00-2.51 kN/m, the steep distance between the roller leveler-aligner's alignment and gallbladder is 3.16-3.26 cm.

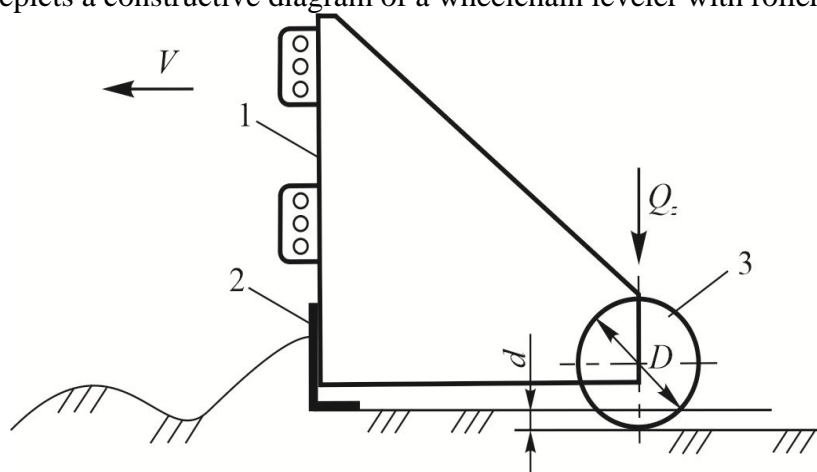
KEYWORDS: *Leveler With Roller, Equalizer, Rink, Diameter Of The Rink, Comparative Tick Load Given To The Rink, The Sewing Distance Between The Leveler With Roller, The Speed Of Movement, The Level Of Soil Rotation, The Density Of The Soil, The Comparative Resistance To Gravity.*

INTRODUCTION

It is known that the main task in preparing the land for planting is to level the surface of the fields, densify them at the required level, and crush large cuts in it, forming a thin layer of soil. Currently, MV-6.0, MV-6.5 and other roller-flatters are widely used in Uzbekistan for this purpose. But existing leveler with rollers are uncomfortable to use because of the tyre, have low maneuverability and work performance, require a large rotation area (and that is, a lot of time spent on salt walking). Additionally, because dense parts of existing leveler with rollers are affected by soil, they are accompanied by a combination of soil and sticking soil and plant residues to their working surfaces. The resulting rise in nutrients and then inserted into her womb, where it implanted.

Our research has shown that the highlighted deficiencies of existing leveler with rollers can be overcome by replacing the denser part of the soil with a rotating wheel, which has a working surface. The resulting rise in sea levels from the meltdown, the meltdown, which finally left him paralyzed. As a result of these highlights, our institute is conducting scientific research on the development and parameters of a hemp leveler with roller (hereinafter referred to as a cylinder) made up of cylinders [1, 2].

Figure 1 depicts a constructive diagram of a wheelchain leveler with roller developed.



Frame equipped with a hanging device 1; 2nd leveling working part; 3-roller

Figure 1. Constructive diagram of the cylinder roller-aligner

It consists of a frame 1, a leveling work piece (hereinafter referred to as a leveling) 2 and a roller 3 equipped with a roller breaker-leveling hoist, which flattens the processed field surface when the roller 2 moves across the field, roller 3 rotates around its axis and compacts the flattened surface.

This article presents the results of experiments conducted to determine the values of the diameter D of the roller, the specific vertical load Q_z , the vertical distance d between the straightener and the roller (see figure), which provides the required level of work quality with low energy consumption.

Materials and research methods

To solve the issue, multi-factor experiments were conducted on the Hartley-4 plan [3, 4].

The following table presents factors, their marking, units of measurement, and the levels of change.

TABLE 1 INTERMEDIATE AND LEVELS OF CHANGE OF FACTORS

Factors	Factors									
	markings		units of measurement		Levels					
	natural	encoded	natural	encoded	bottom		main		Top	
					natural	encoded	natural	encoded	natural	encoded
1. Diameter of the cylinder	D	X_1	sm	–	25	-1	30	0	35	+1
2. Comparative tick load given to the cylinder	Q_z	X_2	kN/m	–	2,0	-1	2,5	0	3,0	+1
3. The sewing distance between the alignment and the cylinder of the cylinder	d	X_3	sm	–	3	-1	4	0	5	+1
4. Speed of action	V	X_4	km/h	–	6,0	-1	7,5	0	9,0	+1

Note: – -measurement means that it is undigled.

As an evaluation criterion for conducting multi-factor experiments the level of fertilization of the soil in a layer of 0-10 cm, that is the amount of soil fractions smaller than 25 mm in size, the density of the soil in a layer of 5 to 15 cm, and the gloomy roller with leveler were obtained, that is the resistance of the cylinder to the width of a meter of cylinders.

An open box with sides of 0.5x0.5 m was used to determine the quality of the soil of the field, which was processed by a roller with leveler, and at six recurrences (In the direction of movement of the aggregate, samples were taken from 0-10 cm layers forward and back) and passed through the elbows, which were 50 and 25 mm in diameter of their holes. Soil fragments (fractions) that remained in the elbows and passed through the last elbow were weighed on the RP-100Sh-13 scales, and the amount of fractions larger than 50 mm, smaller than 50-25 mm and 25 mm was determined in percentage compared to the total mass. At the same time, fractions smaller than 25 mm were accepted as the level of soil fertilization.

The density of the soil was determined using a cylinder with a density of 502 cm^3 and a height of 10 cm [5].

The general gravity resistance of the cylinder roller-aligner was determined by dividing the total resistance to gravity into the width of the cylinder [6].

The sequence of experiments was adjusted using a table of random numbers to reduce the physical and mechanical properties of the soil and the impact of irregularity on the field surface on the criteria for evaluating variability [7].

The information obtained in the experiments was processed according to the “PLANEXP” program developed in the institute's experimental department [3]. In this case, the Cochren criterion was used to evaluate the uniformity of the dispersion, the Styudent criterion for evaluating the value of regression coefficients, and the Fisher criterion to evaluate the adequacy of regression models [8-9].

Study findings and their discussion

The following regression equations were obtained, which adequately represent the evaluation criteria for encoded markups, in the order specified in the results of the experiment:

– by the level of soil abscess (%)

$$Y_1 = 87,207 - 1,298X_1 + 2,320X_2 + 1,750X_3 + 0,769X_4 + 0,903X_1X_1 - 0,590X_2X_4 - 1,186X_3X_3 - 0,402X_3X_4 - 0,355X_4X_4; \quad (1)$$

– by the density of the soil in a layer of 5-15 cm (g/cm³)

$$Y_2 = 1,169 - 0,055X_1 + 0,050X_2 + 0,048X_3 - 0,040X_4 + 0,047X_1X_1 - 0,015X_1X_2 - 0,015X_1X_3 - 0,028X_2X_2 + 0,042X_2X_3 - 0,015X_2X_4 - 0,027X_3X_3 - 0,012X_3X_4 + 0,022X_4X_4; \quad (2)$$

– by the comparative resistance of the cylinder to the cylinder (kN/m)

$$Y_3 = 1,429 - 0,066X_1 + 0,168X_2 + 0,120X_3 + 0,030X_4 + 0,009X_1X_1 + 0,011X_1X_2 + 0,009X_1X_3 - 0,010X_1X_4 + 0,014X_2X_2 + 0,018X_2X_3 - 0,018X_2X_4 - 0,051X_3X_3 - 0,012X_3X_4 + 0,005X_4X_4. \quad (3)$$

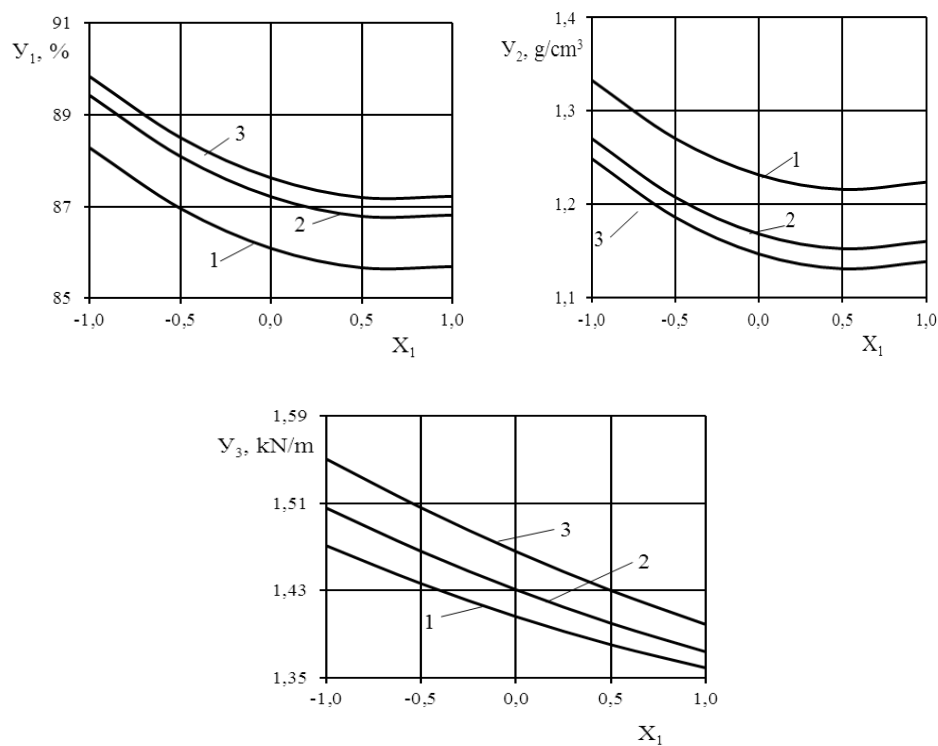
in this $X_1 = (D-30)/5$; $X_2 = (Q_z-2,5)/1,5$; $X_3 = 4$; $X_4 = (V-7,5)/1,5$

Analysis of (1)-(3) regression equations and graphical connections built on them (Figures 2-4) shows that all factors had a significant impact on the evaluation criteria.

With an increase in the diameter of the cylinder, that is the X_1 factor increases, the Y_1 and Y_2 criterion, that is the level and density of the soil, decreased before and then remained unchanged, the Y_3 criterion, that is, resistance to weighing, decreased almost by the law of the straight line.

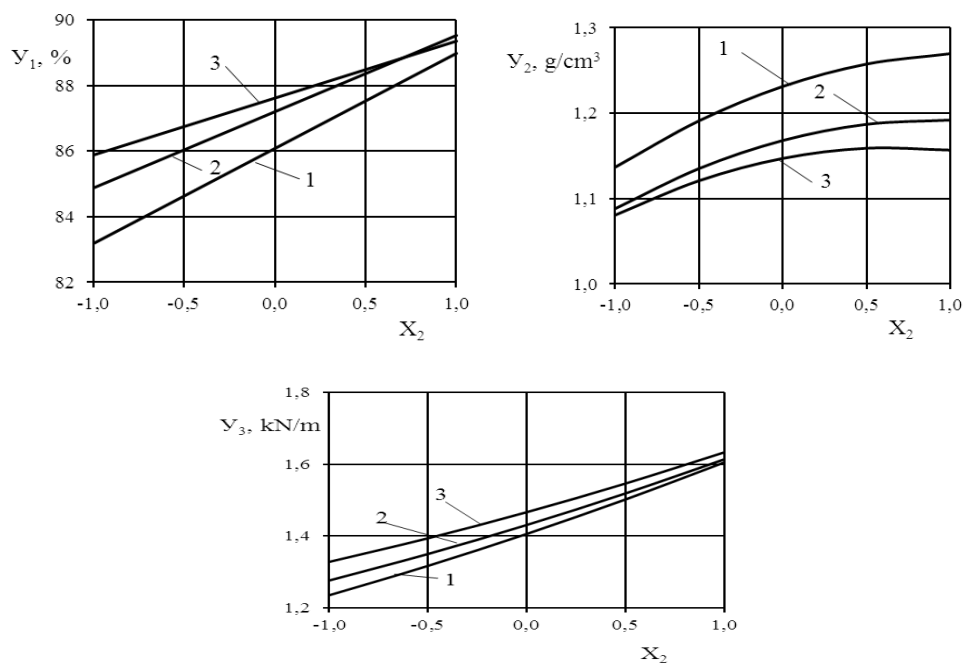
As the comparative tick load on the X_2 factor, or roller-aligner, increased, the Y_1 and Y_3 criteria increased almost straight lines, and the Y_2 criterion increased according to the law of the parabola.

As the X_3 factor increased, all criteria increased according to the law of the parabola.



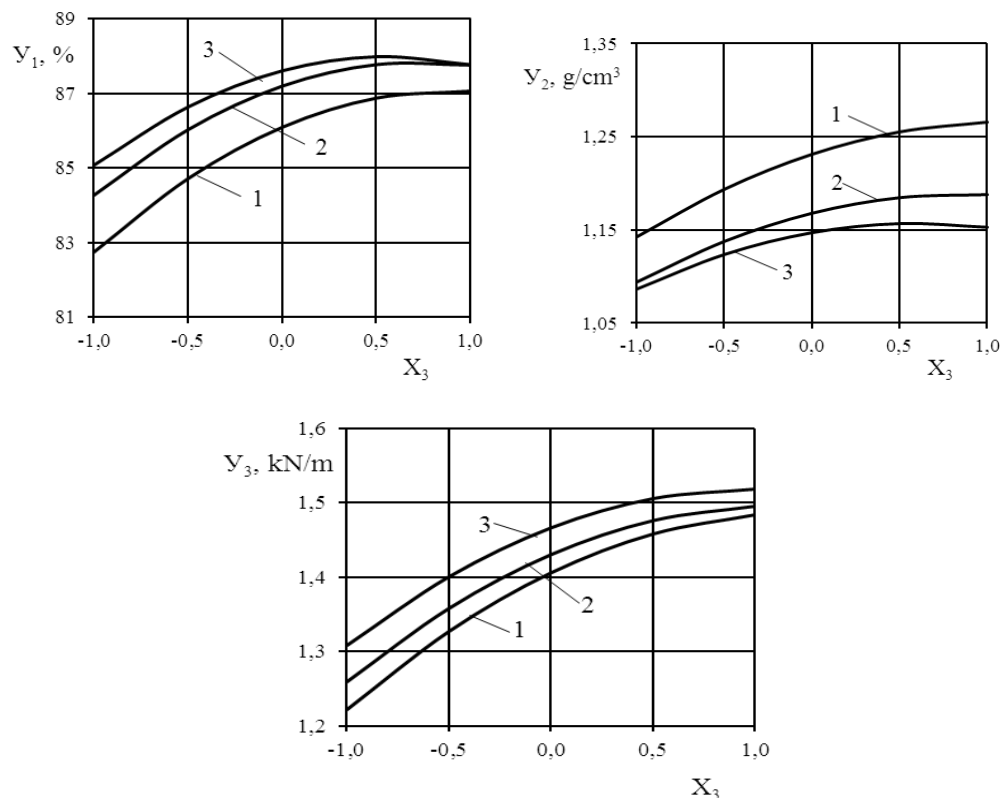
When the speed of movement is 6.0, 7.5 and 9.0 km/h, respectively, 1.2 and 3

Figure 2. The criteria Y_1 , Y_2 , Y_3 depend on the factor X_1 change graphics



When the speed of movement is 6.0, 7.5 and 9.0 km/h, respectively, 1.2 and 3

Figure 3. The criteria Y_1 , Y_2 and Y_3 depend on the factor X_2 change graphics



When the speed of movement is 6.0, 7.5 and 9.0 km/h, respectively, 1, 2 and 3

Figure 4. The criteria Y_1 , Y_2 and Y_3 depend on the X_3 factor change graphics

(1)-(3) regression equations Y_1 criterion is more than 80%, The Y_2 criterion is between 1.1-1.2 g/cm³ and the diameter of the level roller with leveler-alignment, developed at a speed of 6.0-9.0 km/h, is between 29.6-35.0 cm, It was determined that the steep load given to him should be between 2.00 and 2.51 kN/m, and the sewing distance between the roller with leveler and the roller should be between 3.16 and 3.26 cm.

At these defined values of factors, the criteria Y_1 , Y_2 and Y_3 are 80,12-86,11%, 1,10-1,13 g/sm³ and 1,03-1.36 kN/m, respectively.

Therefore, the developed roller with leveler-aligner is 29.6-35.0 cm in diameter to ensure the quality of work at the required level, with low energy consumption at 6.0-9.0 km/h, The sewing load given to it should be between 2.00-2.51 kN/m, the steep distance between the roller-aligner's alignment and leveler is 3.16-3.26 cm.

CONCLUSION

According to the results of multi-factor experiments, the diameter of its roller with leveler is 29.6-35.0 cm to ensure the quality of work at low energy speeds of 6.0-9.0 km/h, The steep load given to it should be between 2.00-2.51 kN/m, the steep distance between the roller-aligner's alignment and leveler at 3.16-3.26 cm. The earth's tilt, rotation, and orbit are all just right to prevent the point of no more than the fence or boiling through by deep ravines. [10]

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LEVEL OF INCUBATION OF EGGS IN DIFFERENT INCUBATOR CABINETS

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ABSTRACT

The article focuses on the weight, shape, and look of the egg, as well as the state of the shell, when determining the egg's quality. "Universal-55" and Chinese "HB-22528" incubators are used to incubate eggs. The form and condition of an egg's shell are taken into consideration while analyzing its appearance. Weight, shape, component ratios, protein and yolk height, thickness, and hardness of the shell are all used to determine egg quality.

KEYWORDS: Eggs, Incubation, Incubator, Avascope, Ventilation.

INTRODUCTION

As stated in the Presidential Resolution of the Republic of Uzbekistan on November 13, 2018 PD-4015 "On additional measures for further development of poultry" consistent measures are being taken in our country to develop the poultry sector and increase the volume and variety of finished products for export, as well as to provide the population with locally produced quality and affordable poultry products.

Further development and comprehensive support for poultry farming in the country, including the introduction of advanced technologies and innovative developments in the industry, as well as deepening the processing of poultry products, expanding their range and export, and producing competitive poultry products at stable and reasonable prices. [1]

Object of research and methods used. The study took place in the "Agrokompleks" poultry farm in Samarkand's Taylak district. Huge volumes of incubated eggs are delivered to farms from large hatcheries and moved to an egg sorting shop, where they are sorted.

Weight, shape, component ratios, protein and yolk height, thickness, and hardness of the shell are all used to determine egg quality. Examining an egg's appearance, weighing it, measuring its size, and examining the eggs by illuminating them with a light source are all used to assess its quality.

The form and condition of an egg's shell are taken into consideration while analyzing its appearance. An egg's shape is determined by its size, the ratio of its diameters, or its percent index. With a radius of 1.32 between the major and minor radii and a shape index of 76 percent, the straight-shaped egg is elongated. The diameter of the large egg is divided by two, and the shape index is close to 50%. A large and small diameter are measured using a barbell compass and their ratio is determined to determine the meter's circumference ratio. [2]

Results obtained and its analysis. The index of the egg's shape is determined using a special instrument indexer called the IM-1. The eggshell is smooth and pristine, with no cracks or pits. The mucin membrane is intact and the egg is relatively fresh, as seen by the clear color of the shell. In an incubator, eggs with a deformed shape, shattered shells, or iridescent eggs with two yolks are unsuited for hatching.

The above shortcomings are not only unsuitable for incubation, but also not recommended for consumption as food, so in poultry farms try to grow eggs of the same shape and color of the shell, clean surface, smooth and unbreakable .

During storage, the air inside the egg expands as a result of the evaporation of its contents.

The new egg is 3 mm high and 17 mm in diameter. In eggs stored for more than two weeks, the height of the air gap increases from 7 mm to 25-30 mm in diameter.

TABLE 1 MODEL OF INCUBATORS ON THE EXPERIMENTAL FARM AND INDOOR ENVIRONMENT INDICATORS.

Incubator models	Incubator temperature	Humidity inside the incubator	Ventilation	Rotate	Egg weight	First biological control	Second biological control	Third biological control
Chinese “HB-22528”	37,5-37,7	45%	150cm/s	At 45 degrees every 1 hour	14000	7 th day	11 th day	18 th day
“Universal-55”	37,5-37,7	45%	150cm/s	At 45 degrees every 1 hour	8000	7 th day	11 th day	18 th day

Place the eggs in the incubator

It is a set of conditions necessary for the development of poultry eggs from the incubator

When placed in an incubator, the “Universal-55” incubator can hold 8,000 eggs, and the Chinese “HB-22528” incubator can hold an average of 14,000 eggs.

Air temperature: The average temperature for the development of aphid is 37.5 degrees Celsius in modern incubators. Low temperatures adversely affect the growth and development of the ovary and cause various disorders in the body during the incubation period. Excessive temperature also accelerates the process of tissue change, leading to disruption of the formation of organs.

High temperatures often lead to the death of aphids. In the first half of the incubation period, the heat demand of the egg increases. In the second half, with a decrease in metabolism, the physiological temperature in the uterus changes, which has a specific effect on the temperature during the incubation period? In the middle of the incubation period, the temperature and humidity are reduced, and air exchange is increased. [3]



(Figure 1. The process of pre-processing eggs on the farm and placing the eggs in the incubator cabinet.)

During the hatching period, the internal temperature of the egg can rise to 38.7-41.00 degrees. Therefore, in order to prevent the eggs from overheating, it is necessary to increase the air exchange rate in the incubator. The minimum temperature required for the development of the bud is 26-27 degrees.

When viewed on an ovoscope, the boundary of the air space is drawn with a pencil and its height is measured with a circular meter. The height of the air gap can be determined at the level of the center of the circle, which extends beyond the central axis of the ring. [4]

The height and diameter of the air gap can be determined using a special stencil made of millimeter paper glued to cardboard.

The yolk sac is located in the center, and when exposed to light, it appears as a black spot.

The color of egg yolk is usually explained by the presence of carotenoids, which increase the biological value of eggs. indicates the integrity of the lamellae. If one of the ligaments is broken, the egg yolk vibrates a lot and does not return to the center, moving in the opposite direction

from the broken ligament. The movement of the egg yolk indicates a low protein density and poor quality. [5]

CONCLUSION

The maximum temperature that can cause a change in the development of the ovary is 41 degrees. At some stages of bud development, their temperature increases significantly. Thus, the incubation period of the ovary sensitive to high temperatures is increased from the 15th day. Humidity is an alternative if the egg loses 0.5-0.6% of its weight per day during the 5-6 days of incubation..

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CHALLENGES AND PROSPECTS OF MICRO, SMALL AND MEDIUM ENTERPRISES (MSMES) IN INDIA AT POST COVID-19

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ABSTRACT

MSME sector in India is second largest employment generator after agriculture, and acts as a breeding ground for entrepreneurs and innovators with considerable support in strengthening business ecosystem. The estimated number of MSMEs in India is 63 million and employs 110 million individuals. Indian MSMEs produce more than 6,000 products for local and global consumption. Data from 2020 Micro, Small & Medium Enterprises (MSME), sector contribute 30% to Gross Domestic Product (GDP) and export from it is 48%. "Presently MSME is the most important sector for the country, it's backbone of Indian economy. That means MSMEs contribute around 6.11% of the manufacturing GDP and 24.63% of the GDP from service activities as well as 33.4% of India's manufacturing output. The more important with government's new mission of achieving \$5 trillion economy target by 2025. Within this target the role of MSME sector is going play an important role, with expected contribution to GDP above 50% mark. The potential of Indian MSME sector is still untapped and that is one of the reasons why government policies are now more convergent towards building resilient ecosystem with better breadth and depth.

KEYWORDS: *Micro, Small and Medium Entrepreneurs' (MSMEs), Post Covid19, Prospects, India, GDP.*

INTRODUCTION

1. Background:

Micro, Small and Medium Enterprises (MSME) sector has emerged as a highly vibrant and dynamic sector of the Indian economy over the last five decades. MSMEs not only play crucial role in providing large employment opportunities at comparatively lower capital cost than large industries but also help in industrialization of rural & backward areas, thereby, reducing regional imbalances, assuring more equitable distribution of national income and wealth. MSMEs are complementary to large industries as ancillary units and this sector contributes enormously to the socio-economic development of the country. [1]

✓ MSME definition is making news ever since October 2019.

With a hope to create five crore job opportunities in the MSME sector, the Government had announced about making changes to the MSME definition, where turnover will define an MSME, and not the investment put into it.

✓ New MSME definition based on investment and turnover (June 2020)

On 1st June, Monday, the Union Cabinet headed by Prime Minister **Narendra Modi** officially revised the MSME definition. The recent changes in the definition of micro, small, and medium-sized enterprises made as a part of the **Atma Nirbhar Bharat Abhiyaan** relief package were approved. The investment and turnover figures were changed to larger values, thereby resulting in a larger number of medium-sized enterprises. [2]

Update MSMEs Definition		
Type of Enterprise	Investment	Turnover
Micro	Rs 1 Crore	Rs 5 Crore
Small	Rs 10 Crore	Rs 50 Crore
Medium	Rs 50 Crore	Rs 250 Crore

In October 2019, Union Minister Nitin Gadkari had said that the revised definition of micro, small, and medium enterprises may grant a unified description for all things related to taxation, investment, and more. The changed definition was to be implemented via an amendment that would further refine the business scenario for Indian enterprises. The Union Cabinet had approved the amendment to change the criteria to classify MSMEs from “investment in plant and machinery” to “annual turnover.” [3]

Micro, Small and Medium Enterprises (MSMEs), erstwhile Small Scale Industrial Sector (SSIS), emerged to be an important force playing a pivotal role in bringing about quick economic recovery during post globalization era in India. The MSMEs sector has proved to be an effective contrivance not only in generating employment but also encouraging semi-skilled and ambitious workers to become entrepreneurs. MSMEs has roughly been observed to have employed about 40% of Indian workforce and as an enabling industrial engine for Indian manufacturing sector which is the major constituent of Export Oriented Units (EOUs) in India. It is an empirical observation that the Indian MSMEs sector has been playing a prominent role in manufacturing variety of products and generating wide range of services. This has been observed to be an efficient instrument for bringing about industrialization in rural, semi-urban, backward and hardly industrially empowered and covered areas. Moreover, this sector plays an important role in reducing regional imbalances in terms of socio-economic development. The country has been passing through an acute economic sluggishness which is adversely eclipsing the process of socio-economic sustainability. Now the MSMEs sector should get to be identified as the most effective enabler of economic recovery from the recent on-going COVID-19 Pandemic. The MSMEs sector has been observed to make contribution enormously to employment generation for the semi-skilled employment seekers over a period of last five decades and for Indian economic rejuvenation and quick recovery, it needs to be strengthened further in order to achieve a quick range of sustainability besides recovery of the economy from the ongoing Pandemic crisis. The MSMEs sector has empirically been observed to be contributing to National Income otherwise known as Gross Domestic Product (GDP) to the extent of 7 to 8 % of GDP. Besides, it

has been an important vehicle and enabler of export leading to earning foreign exchange. The MSMEs in conjunction with large and heavy industrial sector has been playing as a catalyst for contributing in bringing about socio-economic progress of India. It is a well-known fact India is burdened with huge population of 1.35 or more billion and it is hardly possible for any Government to provide gainful employment to each and every job seeker. [4,5]

The MSME Development Act, 2006, is a very important legislation which has lessened bureaucratic impact on registration procedure and financing assets, and introducing ease of governance in this sector through providing unambiguous definitions of Micro, Small and Medium Enterprises in terms of investment in Plant and Machinery in case of Manufacturing Sector and investment in Equipment's in case of Service Sector. It is interesting to note that efficient cost management mechanism has been introduced by Government of India by introducing mandatory maintenance of cost records and audit thereof by the Practicing ACMA's/FCMA's for the large size industries but it is not understandable why this sector is, by and large, not mandated for professional approach to cost management. but they prefer the thumb rule in the place of adopting systematic and scientific method of cost projection and cost determination for the products meant for facing challenges stiff competition under globalization scenario. Where there is manufacturing of products and generating service, professional approach to cost management is a must because cost besides quality as mentioned elsewhere of this write up is the determinant of price irrespective of the extent of markets. Product costing and pricing thereof is an algorithmic scientific process and it is so relevant for the Indian MSMEs as elsewhere and those countries as mentioned above are empirically observed to be sustaining the in international competitive markets because of producing the products at sustainable costs. Only those costs needs to identifiably be incurred which can add to value. There is an enormous scope for cost management in the areas of competition, through appropriate technology usage, infrastructure development, and modern training and development for providing skilled manpower. The economic crisis caused by the novel corona virus pandemic in 2019-2020 has thrown open policy making challenges before the policy formulators and decision makers. Investment in infrastructure development is need of the hour which should have critical consideration in order to produce goods and services at sustainable cost. For instance, good metal roads can reduce the cost of wear and tear of the vehicular tyres and other equipment and accessories. To conclude, no option other than investments in the MSMEs sector for recovery from the pandemic stricken economy is available right now. Rather the MSMEs sector is having huge potential to act as the pivotal force for bringing the national economy back on the recovery track and ensuring financial security for sustainability in the present undone socioeconomic situation prevailing the country. It needs to create effective demand which depends on the purchasing power of the consumers. Therefore, income has to flow to the consumers and demand-supply gap is to be narrowed down as much as possible to make the economy overcome this uncertain catastrophic socioeconomic devastation created by Covid-19 Pandemic. [6,7]

The Covid-19 Pandemic has left its impact on all sectors of the economy but nowhere is the hurt as much as the Medium, Small and Micro Enterprises (MSMEs) of India. All anecdotal evidence available, such as the hundreds of thousands of stranded migrant workers across the country, suggests that MSMEs have been the worst casualty of Covid-19 induced lockdown. Coronavirus outbreak was first reported in Wuhan, China on 31 December, 2019. Before reading in detail about the impact, first, let us study about coronavirus. Coronavirus is a large family of viruses that causes illness. It ranges from the common cold to more severe diseases like Middle East

Respiratory Syndrome and Severe Acute Respiratory Syndrome The novel coronavirus is a new strain of virus that has not been identified in human so far. Recently an industry survey that is jointly conducted by industry body Ficci and tax consultancy Dhruva advisors and took responses from about 380 companies across the sectors. It is said that businesses are grappling with "tremendous uncertainty" about their future. [8,9]

According to the survey, COVID-19 is having a 'deep impact' on Indian businesses, over the coming month's jobs are at high risk because firms are looking for some reduction in manpower. Further, it is added that already COVID-19 crisis has caused an unprecedented collapse in economic activities over the last few months. The present situation is having a "high to very high" level impact on their MSMEs, Further, 70 per cent of the surveyed firms are expecting a de growth sales in the fiscal year 2020-21. [10]

According to **Du & Bradstreet**, COVID-19 no doubt disrupted human lives and global supply chain but the pandemic is a severe demand shock which has offset the green shoots of recovery of the Indian economy that was visible towards the end of 2019 and early 2020. The revised Gross Domestic Product (GDP) estimates for India downwards by 0.2 percentage points for the fiscal year 2020 to 4.8 per cent and by 0.5 per cent for the fiscal year 2021 to 6 per cent. Due to weak domestic consumption and consumer sentiment, there can be a delay in investment which further add pressure on the growth.

We can't ignore that post-COVID-19, some economies are expected to adopt de-risking strategies and shift their manufacturing bases from China. This can create opportunities for India. The government unveiled a major booster dose entailing a series of initiative for micro, small and medium enterprises, including Rs 3 lakh crore worth of collateral-free automatic loans for business. A subordinate debt of Rs 20,000 crore for stressed units, a Fund for equity infusion of Rs 50,000 crore, and revision in the definition of MSMEs are among the steps announced by the government to help MSMEs recover from disruptions caused by the corona virus. [11]

2. Objectives:

The main objectives of the present study are:

1. To reveal the contribution of MSMEs to the growth of the GDP in the period of Pre and Post Covid -19.
2. To analyse the Problems and Prospects of MSMEs in India during the Post Covid-19 period.

3. Methodology:

Forevaluating the objectives of the study the secondary data will be collected from the various sources such as books, reports, journals, websites, university libraries, Govt. publications (central & state), state & district wise statistical office, and the website of the Ministry of Small and Medium Enterprises, the government of India.

2.1 Contribution of MSMEs to Growth of the GDP:

The Micro, Small & Medium Enterprises (MSMEs) have been contributing significantly to the expansion of entrepreneurial endeavours through business innovations. The MSMEs are widening their domain across sectors of the economy, producing diverse range of products and services to meet demands of domestic as well as global markets. As per the data available with Central Statistics Office (CSO), Ministry of Statistics & Programme Implementation, the

contribution of MSME Sector in country's Gross Value Added (GVA) and Gross Domestic Product(GDP).

(Figures in Rs. Crores adjusted for FISIM at current prices)						
Year	MSME GVA	Growth (%)	Total GVA	Share MSMEs of in GVA (%)	Total GDP	Share MSMEs of in GDP.
2011-12	2622574	-	8106946	32.35	8736329	30.00
2012-13	3020528	15.27	9202692	32.85	9944013	30.40
2013-14	3389922	12.23	10363153	32.71	11233522	30.20
2014-15	3704956	9.29	11504279	32.21	12467959	29.70
2015-16	4025595	8.65	12458642	32.03	13764037	29.20
2016-17	4405753	9.44	13841591	31.83	15253714	28.90
2020....	4506256	9.88	-	-	-	33.4%
2025 Expected	-					50%

Annual reportv2020-21

Celebrate MSME Day, MSMEs deserve our attention today more than ever -- the Covid-19 global health emergency is hitting small businesses hard. The pandemic's economic and health impacts affect millions of MSMEs worldwide. The pandemic led to a 5% drop in global trade in the first quarter, and our latest forecasts project a 27% drop for the second quarter with a 20% annual decline for 2020. ILO estimates show a global decrease of working hours equivalent to 305 million full-time jobs for the quarter 2, and 38% of the global workforce, or 1.25 billion workers, are in high-risk sectors.

2.2-Problems of MSMEs during Covid-19 or Impact of covid-19 on MSMEs

The announcement of country wide lockdown dragged MSME owners, employers and external stakeholders in unexpected times, where no one had experience to handle this kind of situation. Extended lockdown had negative impact on supply of finished goods, procurement of raw material and availability of employees to work in production and supply processes. During April to June 2020, sector faced challenges related to debt repayments, wages/salaries, statutory dues, etc. Survey reports have shown that disruptions caused by the Covid-19 pandemic have impacted MSMEs earnings by 20-50%, micro and small enterprises faced the maximum heat, mainly due to liquidity crunch. Enterprises working in essential commodity business were better off in terms of interrupted but predictable cash flows. Some enterprises innovated their ways by shifting focus from non-essential commodities towards essential commodities; like production of hand sanitizer and toiletries, PPE kits, reusable masks, etc. and are able to survive in tough times. MSMEs present in remote areas also faced lots of difficulties due to interrupted supply chain systems and intrastate lockdown provisions.

It is not only the enterprise which faced challenges; even consumers are left with lower disposable income. Many enterprises laid-off their workers because of inability to pay salaries, vacated their offices due to incurring expenses and halted their production due to stopped demand. Ambiguity in future trade and bounce back of new normal is keeping financial institutions at bay for extending any new financial lending or cover potential risk. This all-round uncertainty needed a push by government, to boost market confidence and bring back regular

cash flow in economy. Economic slowdown along with border tensions, had again dragged us to focus back on self-sustainable values, the Swadeshi dream. The Atma-nirbhar Bharat Mission was launched to face two burning issues simultaneously; one being boost to MSMEs and other being less dependent upon foreign nations.

➤ **Main Challenges faced by MSME in India**

In spite of the high growth rate and good prospects, the MSMEs have faced certain constraints that have obstructed its way of achieving its true potential. In this segment, we will discuss some of the challenges faced by them.

- ❖ **Technological backwardness:** This is one of the biggest constraints faced by MSMEs till date. The MSME in India lacks up to date information and are often unaware of the latest technological developments in the global market. Sometimes they lack managerial skills, knowledge, and technology-intensive education to run a competent MSME. This challenge is most prevalent in rural parts of India
 - ❖ **High cost of credit:** Another challenge that haunts this sector is their inability to access adequate and timely credit at a reasonable cost. Quite a few researchers have indicated that MSME in India are hindered by poor credit availability.
 - ❖ **Procurement of raw materials:** The availability of economic resources is critical for any business development. It has been one of the growing concerns of this sector as procurement of raw materials is done within local territory due to their financial limitations.
 - ❖ **Inadequate infrastructure facilities:** Having good infrastructure facilities is essential to the growth of a business, and lack of infrastructure facilities such as electricity infrastructures negatively affect the productivity and the profitability of manufacturing SMEs. The availability of infrastructure and skilled manpower will ensure the competitiveness of MSMEs.
 - ❖ **Lack of skilled manpower:** Although India is having a big pool of human resources, the industry still faces a deficit in manpower with the skills set required for manufacturing, marketing, etc. A set of skilled personnel will save time and effort as they use their expertise and talent, and knowledge in their respective fields.
 - ❖ **Inadequate access to market:** In India, MSMEs have struggled to have access to the market due to a number of reasons like inadequate capital, inadequate use of marketing tools, etc. Thus it makes it difficult for MSMEs to sell products to government agencies.
 - ❖ **MSMEs in particular face multi-faceted challenges:** in the short term, isolation measures have stunted their operations; in the medium term, economic recession, unemployment and reduced income and market demand threaten their survival. While reopening their businesses, MSMEs need to rely on a well-functioning supply chain and sufficient production factors, especially labour. A major challenge also lies on the demand side, as many consumers remain cautious. In the long run, the new normal will be very different from the pre-COVID era, requiring significant adaptation and restructuring of firms. [12]
- **Acc. to. Goenka Said about the following challenges to MSME in our country:**
- ✓ Social stigma
 - ✓ Absence of the sense of security
-

- ✓ Lack of confidence
- ✓ Finance
- ✓ Marketing
- ✓ Education
- ✓ Convert situation into favour and opportunity

4. Recommendations:

COVID-19 is, first and foremost, a humanitarian crisis. Many people and families have suffered and will suffer from the unexpected losses around the world. It will have a profound impact on the world's social and political environments and on its economy. China has the second largest economy in the world and has accounted for one-third of world economic growth in recent years. Its export of minerals, textile, chemical/pharmaceutical ingredients, and electronic/automobile parts supports 30 to 50 percent of the global supply chain. China also imports about the same percentage of goods from the global market. The coronavirus epidemic in China can therefore affect both the demand and the supply sides of the world economy. I will provide a few recommendations for the U.S. government and MSMEs based on my reviews.

➤ Considerations for Policymakers and MSMEs

1. Social distancing-based public health interventions, such as mass quarantines, extensive travel bans, and transportation system disruption, can shock the economy and shrink the market demand in the service sectors that are critical for many SMEs that rely on visits by regular customers. When considering using these interventions, the cost on SMEs should be considered.
2. SMEs are financially more fragile and cash-strapped when market demand is down. Emergency funding programs that target SMEs could be one important component of a response. Lower interest rates, deferred or waived taxes and fees, or easier lending policies could also help SMEs stay afloat during the period of low market demand. Congress has begun to take actions through supplemental appropriations to address some of the financial challenges of SMEs. The Federal Reserve Bank's recent lending rate cut will also support SMEs.
3. SMEs could benefit from diversifying business platforms. Online-based platforms and virtual service provisions can help SMEs sustain business during quarantines or travel bans. It would be helpful if policymakers could bring tax breaks and technical guidance to help SMEs restructure their business operations.
4. The U.S. government could consider setting aside additional funding for unemployment insurance payments in the event that MSMEs affected by the COVID-19 are forced to lay off employees.
5. Additional emergency funding could be considered to help MSMEs avoid bankruptcy or help the creditors of bankrupt MSMEs.

5. CONCLUSION:

Recently the government of India announced a stimulus package of 3 lakh crore rupees' collateral-free help to the MSME in India as part of the Atma-nirbhar Bharth Abhiyan. However, if adequate reforms are not implemented to solve the pressing challenges, providing a stimulus package may not be effective. [13] Hence MSMEs is back bone of India economy because of

the Indian Economy growth rate dependence on MSMEs growth or Performance rate. In Period of Covid -19 The MSMEs providing more employment rates to Indian Peoples. And the government Expect GDP rate 50% at 2025. Under the Atam- Nirbar Bharath scheme its helpful to development of MSMEs Sector in India Economy.

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THE DEVELOPMENT OF GENERIC COMPETENCE IN TEACHING FOREIGN LANGUAGES

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ABSTRACT

This article is about generic competence development in teaching English. It is designed to find out the specific generic skills that should be emphasized by the English language teacher and to find out what methods/strategies that can be used by foreign language teachers to foster generic skills in language lessons. In this article I want to determine the methods and strategies of generic skills that can be used by language teachers.

KEYWORDS: *Generic, Competence, Collaborative, Communicative, Technique, Activity, Problem- Solving, Method.*

INTRODUCTION

Today, competence is seen as an independently realized ability based on the acquired knowledge of the student, his intellectual and life experience, values and inclinations, which he developed as a result of cognitive activity and educational practice. The concept of “competence” has Latin roots and comes from “compete”, which translates into Russian as “I achieve”, “correspond”, this concept has long been used in psychological and pedagogical literature, however, increased interest in it appeared only in lately [1]. Competence is the quality of a person who has completed education at a certain level, expressed in readiness (ability) on its basis for successful (productive, effective) activity, taking into account its social significance and social risks that may be associated with it [2].

In teaching foreign languages, competence can be interpreted narrowly - as a set of knowledge, skills, and abilities formed in the process of teaching a foreign language, and more broadly - as a practice-oriented possession of language knowledge, skills and speech skills. In general, competence is understood as a component of foreign language knowledge and skills that ensures the comprehensive development of relevant skills.

Generic skills should be developed by university students in order to prepare them for their future career. Schools, college and university play a great role in developing specific strategies for a competences-based approach with learning activities which is defined in terms of knowledge and skills.

The generic competences have been divided into three knowledge spheres:

1. Instrumental competences: cognitive abilities, methodological abilities, linguistic abilities.

- Capacity for analysis and synthesis;
- Capacity for organization and planning;
- Basic general knowledge;
- Grounding in the basic knowledge of a profession;
- Good oral and written communication skills
- Knowledge of a second language;
- Elementary computing skills;
- Information management skills (ability to analyse and select the necessary data from different sources);
- Problem solving;
- Decision-making.

2. Interpersonal competences: it includes social interaction and cooperation in the society).

- Critical and self-critical abilities;
- Teamwork and interpersonal skills;
- Ability to work in an interdisciplinary team;
- communicative skills;
- Appreciation of diversity and multiculturality;
- Ability to work in an international context;

3. Systemic competences:

- Capacity for applying knowledge in practice;
- Research skills;
- Capacity to learn and adapt to new situations;
- Capacity for generating new ideas (creativity);
- Leadership;
- being aware of cultures and customs of other countries;
- Ability to work autonomously;
- Project design and management;

- Initiative and an entrepreneurial spirit;
- Concern for quality;
- Will to succeed.

2.1. Teaching generic competencies

Accordingly, to the CEFR for languages learning, and teaching assessment demonstrates the way within which to model an academic trait from outside and adapt/adopt it to enhance the teaching practice of English teachers. An example of a generic competency from country courses is competency 4: listen, interpret and issue relevant messages in numerous contexts by utilizing media, codes and appropriate tools where students apply different strategies so as to accumulate the desired competencies[3].

TABLE 1

	Skills		
	listen	interpret	issue
Student is required to	<u>understand</u> what s/he listens.	<u>talk</u> about it to explain the message.	<u>produce</u> an item (printed, audio-recorded, digitally presented or video recorded).

Generic competency example

In this way, generic competences below show the various skills each student should learn. Each skill is expressed as an action in association with Bloom's Taxonomy, teachers should consider each competency while teaching learners by taking into consideration all different language skills

TABLE 2. SKILLS NEEDED BY STUDENTS

Student is required to:		
<u>know</u> oneself as a person.	<u>value</u> oneself as a person.	<u>know</u> procedures to fulfill the objective.
<u>know</u> about art and culture.	<u>assess</u> her/his work and others'.	<u>explain</u> her/his work and others'.
<u>know</u> healthy lifestyles.	<u>practice</u> healthy lifestyles.	
<u>understand</u> what s/he listens.	<u>talk</u> about it to explain the message.	<u>produce</u> an item (printed, audio-recorded, digitally presented or video recorded).
<u>practice</u> purposeful methods to solve issues.	<u>support</u> purposeful methods to solve issues.	<u>use</u> purposeful methods to solve issues.
<u>support</u> her/his point of view.	<u>take</u> into account others' point of view.	
<u>learn</u> in an autonomous manner.		
<u>work</u> in team/group.	<u>manage</u> her/his work properly in team/group.	
<u>Involve</u> in a civic/ethics conscience in her/his community.		
<u>appraise</u> an attitude of respect towards different beliefs.		
<u>propose</u> critical, responsible points of view.		

Competencies suggest what skills students should learn in order to be a self learner; work cooperatively, effectively; and communicate successfully.

Several participative techniques

Teachers that attempt to urge student participation by supportive examples and asking questions about the students' experience or background information which was undergone by a learner. In this way, students learned not only to answer but, the most precise thing, ask question from the teacher without hesitation or fear.

-At the end of each lesson, learner or student ought to write the answer to a single question about some of the explained topic or theme, which were also used to assess attendance to and participation in the session. The question will be announced at the end of the lecture so they could answer it well only if they had paid attention.

Problem-solving sessions in seminars. During these sessions teacher announce one problem raising topic. Student should find the reasons of the issue and find relevant responds, give solutions to the given topic. They are free to work individually or in a group, and to search for information online. At the end of the sessions, students must deliver the solution to the teacher, who use a spreadsheet program that allow different input values to correct each exercise step by step. Exercises are returned to students during the following session, which provided them with feedback about the degree of their solving capacity. In this way, they can analyze their mistakes and go to tutorials to clarify any doubts they have both before and after corrections. Such activity is an attempt to improve critical thinking, but also shows the effectiveness of collaborative work.

CONCLUSION

Several methodologies designed to promote students' classroom activity in order to develop and impact on generic skills acquisition. These methods will be a very good strategy to facilitate acquisition of knowledge, linguistic skills and positive attitudes. The design and implementation of active methodologies improved students' learning and their integration into the classroom during their first year at university. This article focussed on students, and it would be effective for everybody in order to produce solving problems and evaluating solutions. Some techniques, such as problem-solving sessions and investing time primarily in the design phase. Their implementation does not take up too much additional time, and extraordinarily reinforced students' learning. These methods can also be considered suitable for large groups. The development and implementation of active learning methods correspond to teachers who are responsible for designing activities to help improve student learning. Teaching techniques must include student learning activities and the assessment of learning achievements.

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MASTERY OF THE TEACHER-GARANT OF STABLE DEVELOPMENT

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ABSTRACT

This article discloses the content and essence of pedagogical skills. Particular attention is paid to the performance of the teacher, manifested in the level of student performance, his ability to teach everyone without exception to the student. The structure of pedagogical skills includes the main pedagogical skills: the ability to see the pedagogical problem, select, adapt and convey to students didactic material, based on a parity dialogue to organize creative training cooperation. Since "pedagogical skills" is a system, then it is important not to simply characterize the set of components, but to trace their relationships. Any system has a system-forming factor, that rod, a frame that permeates the entire system.

KEYWORDS: Teacher, Pedagogical Skill, Criteria For Pedagogical Skills, Factors Of Pedagogical Skills.

INTRODUCTION

Today, the teacher's professionalism is a leading factor determining the quality of training of specialists of any profile, therefore, the formation of pedagogical skills seems to be an essential pedagogical problem.

The teacher-master is the perfect sample of a high culture specialist, deeply knowing his item well acquainted with the relevant branches of science or art, practically understanding general psychology, perfectly owning the methodology for upbringing and learning. Pedagogical skills - a high level of mastering pedagogical activities, a complex of special knowledge, models and skills, professionally important personal qualities, allowing the teacher to effectively manage the educational and educational activities of students and implement a targeted pedagogical impact and interaction. [1]

The problem of the formation of teacher's pedagogical skills in our pedagogy is examined quite actively. Pedagogical skills is such a high level of professional-pedagogical activity, which achieves the unity of skills and skills to apply psychological and pedagogical theory in the practice and formed personal properties of the teacher, which cause the effectiveness of the pedagogical process. Pedagogical skills appears primarily in pedagogically expedient actions and actions of the teacher, in the deposit of the ability to an effective organization of educational and educational activities of students and the formation of pedagogical communication with all participants in the educational process, as well as in the skills and skills of self-improvement of their pedagogical abilities and other significant Vocational-pedagogical properties and qualities. Such an understanding of the essence of pedagogical skill is of great importance. It allows you to

comprehend pedagogical skill as a very complex work and personal phenomenon of the teacher, to disclose its internal structure in more detail and correctly schedule the ways of its effective formation.

But in modern education, the criteria for evaluating efficiency are generated and new requirements for the methods of building pedagogical activities are being developed. Pedagogical activity, as well as other spheres of human activity, in the early twentieth century changes undergoing. In these changes, modern researchers identify the following trends: teachers seek the self-analysis of activities, the process and results of their activities, the scientificness of pedagogical activity increases and at the same time there is a creative position of the teacher in professional activities. [2]

The identified trends were reflected in the new state standards of higher professional education: for bachelors who are awarded the teacher's qualifications, the following requirements are presented to the graduate: the scientific foundations of the organization of the educational process in the university, a pedagogical college; Must be able to solve the tasks corresponding to his qualifications; Must be able to apply progressive teaching methods, various forms of creative activity, methods of psychological and pedagogical research, processing and analysis of materials, methods for their design.

The purpose of the study: systematization of the theoretical and methodological material on pedagogical skill.

Research tasks:

- Theoretical analysis of the conceptual foundations of pedagogical skills;
- Empirical studies of the formation and development of pedagogical skills.

In this situation, the teacher seeking to work professionally, creatively needs to rethink its own activity with the aim of its improvement, to seek and discover effective paths and methods of pedagogical activity.

Research Hypothesis: The fundamental study of the foundations of pedagogical skills and the implementation of these knowledge in practical activities will contribute to the establishment of a master teacher.

The structure of pedagogical skills includes the main pedagogical skills: the ability to see the pedagogical problem, select, adapt and convey to students didactic material, based on a parity dialogue to organize creative training cooperation. Among the most important pedagogical skills include the ability to understand the inner position and the state of students and on this basis to individualize the educational process. The most important feature of the teacher-masters is the presence of a distinctive individual style, as a system of receptions and methods of educational work, adequately corresponding to the characteristics of the individuality of the subjects of educational activities. [3]

Mastery is a complex of personality properties, providing a high level of self-organization of professional activities. Such important properties include: the humanistic focus of the teacher's activities, its professional knowledge, pedagogical abilities, pedagogical technique.

Since "pedagogical skills" is a system, then it is important not to simply characterize the set of components, but to trace their relationships. Any system has a system-forming factor, that rod, a

frame that permeates the entire system. This system-forming factor of pedagogical skills is the humanistic orientation of the teacher's personality. The basis of humanistic focus is the mechanism of cooperation, which is characterized by common interests equal to the forces, relationships of confidence and respect. [4]

From the point of view of humane pedagogy, the case of the teacher is not imposed on, but to understand the interests of the student, help him correctly, imprison only to realize them and express themselves.

The pedagogical orientation of the personality of each multifaceted teacher. Its components of value orientations are as follows:

- 1) On itself - self-assertion - to see in me a knowledgeable, demanding, real teacher;
- 2) On the means of pedagogical impact;
- 3) On students, student team;
- 4) On the purpose of pedagogical activity.

For the teacher, the leading focus on the target (humanistic orientation) is important in harmoniously adjusted other types of focus.

The central component of pedagogical skills is considered to be developed psychological and pedagogical thinking, due to creativity in pedagogical activities. Thinking Master of Pedagogical Labor is characterized by independence, flexibility and speed. It relies on the developed pedagogical observation and creative imagination, which are the most important foundation of the foresight, without which pedagogical art is impossible.

The main thing in pedagogical skills is recognized by creativity. Most often, creativity is manifested in abilities with maximum efficiency, each time in a new way and reasonably apply various methods and forms of education and training, professional knowledge and personal qualities in the educational process. At the same time, it is also expressed in the creation of pedagogical ideas, methods of educational activities, and in the ability to solve non-type tasks. As a rule, skill is associated with extensive experience of the employee, perfectly mastered his profession.

The teacher-professional is able to see the pedagogical task, to independently formulate it, analyze the situation and find the most effective means of solutions.

The teacher is not only a profession, the essence of which to transfer knowledge is a high mission of the creation of a person, the statement of a person in man. In this regard, a set of socially and professionally conditioned teacher's qualities can be distinguished: high civil liability and social activity; Love for children, the need and ability to give them your heart; spiritual culture, desire and ability to work with others; readiness to create new values and making creative solutions; need for constant self-education; Physical and mental health, professional performance. [5]

However, the teacher is much higher than the artist, should affect its audience, to promote the formation of the worldview of its wards, give them a scientific picture of the world, awaken the feeling of the beautiful, sense of decency and justice, make competent and make yourself believe in their words. At the same time, unlike the actor, it is forced to work in the feedback mode: he is constantly asked a variety of questions, including insidious, and they all require exhaustive and

convincing answers. This teacher, the teacher with a capital letter is a person whoifies the formative of other personalities (ideally - together with the family). For this, he needs not only attention and respect from his students, from the whole society

Theoretical analysis of literature on the problem of pedagogical skill showed the multiplicity and heterogeneity of approaches to understanding the essence of pedagogical skills, the presence of the problem of its formation and development.

The teacher-master can be brought into the educational process all that new, which is accumulated in theory and practice, taking into account the specifics of specific pedagogical circumstances. A developed pedagogical self-consciousness contributes to the acquisition of its own individual style of work.

Consequently, the foundations of pedagogical skills can be formed by each teacher. And they will serve as the basis, which will give the opportunity to rise to the level of pedagogical skills.

Therefore, this teacher must be in a constant creative method of optimization of both professional and personal potential. Only the teacher-Creator, taking care of the cardinal transformations in education, mastering the highest pedagogical skill - artistry, reaching heights in his pedagogical activities. Summarizing the above, it can be concluded that with the transition to new educational standards, special attention is paid to the development of the creative potential of the teacher, which has modern thinking, knowledge of information technology and personal culture. It is such a specialist who can ensure the introduction of innovative technologies in the educational and educational process of a preschool educational institution.

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IMPORTANCE OF COMPENSATION LAW IN PRIVATE INTERNATIONAL LAW AND PROBLEMS IN COMPENSATION

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ABSTRACT

This research provides information on the importance of international conventions and documents enacted by international organizations and local countries in private international law on compensation and the operation of those laws. It also provides solid evidence of the problems and various inconsistencies that have arisen through this legislation. On the other hand, the problems that arose were freely answered by law and theory.

KEYWORDS: *UNIDROIT Principle, Definition Of Compensation, Public Benefit, Calculation Of Compensation, The Issue Of Interest, Domestic Legislation, Civil Law Regulation.*

INTRODUCTION

In addition to the rules adopted by national authorities to regulate the field of disputes in private international law, treaties, model laws and other documents have been enacted by international organizations. A number of international organizations are engaged in the development of multilateral international private law treaties, model laws and other documents aimed at harmonizing the private law of different jurisdictions. There are also bilateral agreements on private international law. These include the Hague Conference on Private International Law, the International Institute for the Unification of Private Law (UNIDROIT) and the European Union. Of course, these international organizations have adopted various international norms within their jurisdiction and within their member states. Also, the issue of compensation has been widely explained and the legal basis has been established in the international documents adopted so far. [1]

Since the beginning of the twentieth century, the Hague Conference on Private International Law has concluded many multilateral conventions covering family law, commercial law, civil procedure and other areas. In 2015, it also adopted non-binding Principles on the Selection of Law in International Trade Agreements. At present, the international conventions and documents enacted by the Hague Conference have been ratified by many Member States and Member States. Of course, these norms have helped to easily resolve various problematic disputes arising in private international law and to find a quick solution to the problem. [2]

UNIDROIT is an intergovernmental organization that seeks to modernize and harmonize private law, in particular commercial law. It carries out its work through multilateral conventions (treaties), model laws, principles and guidelines, and its main goal is to modernize, harmonize and regulate private, in particular, commercial law between states and groups of states. is to study the needs and methods of coordination and to formulate uniform legislation, principles and rules to achieve these goals. [3]

In particular, UNIDROIT is known for discussing the Cape Town Convention System, one of the most successful commercial law systems in history. Designed to enhance the security of the purchase and financing of high-value equipment, the Cape Town Convention on the International Interest in Mobile Devices was adopted in 2001 and is currently supported by more than 80 Contracting States and 1 Regional Economic Integration Organization (EU). [4]

The Convention on the International Interest in Mobile Devices (the Cape Town Convention) is considered one of the most influential developments in the law of commercial agreements over the past 50 years and has the potential to bring billions of dollars in economic benefits to Contracting States. The Convention itself is a basic agreement that extends its activities to specific sectors through the adoption of additional protocols. [5]

Like the laws of most countries, Contracts for the International Sale of Goods (CISG), UNIDROIT Principles and PECL (The Principles of European Contract Law) are binding on international organizations if the respondent fails to comply with its contractual obligations. indicates that the vogar may recover the full amount of damages, including lost profits. An important difference between the three is that CISG does not allow legal compensation for non-pecuniary damage, while UNIDROIT principles and PECL stipulate that non-pecuniary damage must be legally enforced. Also, as with the laws of many countries, the CISG, UNIDROIT principles, and PECL should be able to predict how much damage the plaintiff has suffered. [6]

We know that there are principles and rules for dealing with legal disputes that have a foreign element in private international law: for example, a cross-border divorce case or a transnational commercial dispute. In the legal system of England and Wales, which have the most developed legislation in the world, the terms "private international law" and "conflict of law" are interchangeable concepts. and playback. The legislation of each country under private international law may differ sharply from the legislation of another country, but each jurisdiction has its own rules based on private international law. [7]

In private international law, each state has relevant provisions to address the issue of compensation from the domestic legal system. For example, the norms of private international law for a particular jurisdiction may be established by several separate laws or acts, or in a civil law jurisdiction may occupy part of the Civil Code and other codes. In 2017, Professor Elgar published an invaluable new collection of foreign private international law rules. (Encyclopedia of Private International Law) is a collection of encyclopedias of private international law that currently includes translations of laws in 79 different jurisdictions. In addition, the Encyclopedia, which brings together 195 authors from 57 countries, sheds light on the current state of private international law around the world and provides a unique insight into how science and the impact of globalization and regional integration will affect it. [8]

Verschraegen's book, Private International Law, which contains several translated laws, is also considered essential to private international law. Bea Verschraegen's book, in particular,

contributes to changes in European integration and the foundations of the conflict of laws. The book is intended to answer questions related to European and Austrian private international law. Existing monographs also cover private international law in the jurisdictions of Belarus, Brazil, Costa Rica, the Czech Republic, Hungary, Israel, Japan, South Africa, Sweden, Turkey and other countries. In addition, this book includes expert reviews and analysis of laws, regulations, and case law applicable to transnational issues in different jurisdictions, as well as a separate guide for each jurisdiction. [9]

The role and nature of private international law have changed dramatically in recent decades. With the steady growth of global and regional interdependence, the practical importance of science has increased. The changes in the legislative system at the national, international and, most importantly, regional levels have been enormous. Because each state has tried to bring its legislation in line with international norms and ensure that it does not contradict. As a result, we can see that the Republic of Uzbekistan is also a party to international conventions. For example, the Republic of Uzbekistan has signed all international norms and the Convention on Contracts for the Sale of International Goods (CISG) and other international documents signed at the Hague Conference. [10]

From the above theoretical studies, we can see that the importance of the legal norms related to compensation in private international law is determined by international law. Because in today's age of technology, human relations have developed day by day, showing the importance of the norms of international law. Practical research at the international level shows that in the case of compensation, the plaintiff loses his money in order to ensure full recovery of his money from the defendant, as well as to cover the damages as interest. there is a practice of suing the defendant. The laws of most countries, as well as international conventions and laws related to compensation, such as the CISG and UNIDROIT principles, provide for the payment of compensation interest. Several countries prohibit the payment of interest, primarily for religious reasons. However, even some of these countries have allowed it in certain commercial operations. Courts and arbitral tribunals that resolve transnational contract disputes also typically set compensation rates. The practice is so widespread that the obligation to pay interest as part of damages has now become an accepted international legal principle. [11]

In international private law, the above norms related to compensation are not the solution to all the problems that currently arise. This is because the relations in private international law are formed between foreign citizens and foreign legal entities of some countries. That is, the relationship that takes place in the territory of several states requires different legal actions between the subjects. It is also clear that the relationship between the subjects of private international law is diverse and that several international conventions, documents and norms are insufficient to regulate these relations.

Nowadays, the development of modern technology has further developed the virtual relationship of a citizen of one state with a citizen of another state. This process leads to the creation of new laws and new norms of private international law and the regulation of these processes. In such cases, we know that the convention and international documents mentioned at the beginning of this article may not be a necessary solution to the existing problems, and as a result, various conflicts may arise. The problems we identified are:

First, the calculation of compensation and damages is always a particular challenge in litigation. This is more common in international litigation, where different legal systems, languages and

traditions come together. There are a number of sharp contradictions in international law, especially in international conventions and documents, in matters of damage assessment and in determining the percentage to be recovered from the defendant. We will be able to explore different objections and opinions on the issue of compensation and damages in the generally accepted general principles or methodologies. These ideas and decisions often exacerbate the problem by not being sufficiently grounded or consistent. On the other hand, in international practice, there is a great need for more accurate and predictable than compensation and damage assessments. As an example, conflicts are growing day by day due to the strengthening of international economic relations - public and private. Knowing how the rights and property of the parties would be assessed in such a situation posed a number of challenges, especially by the courts. Therefore, it should be possible to at least make an approximate assessment of the outcome of the international trial in order to calculate the possible damage. [12]

Second, although all countries vary from jurisdiction to jurisdiction, there are restrictions imposed by the state to recover damages for breach of contract. The most common limitation is that the plaintiff can only indemnify for damages incurred as a direct result of a breach of contract and that can be seen as a probable consequence of the breach. Many countries also prevent the plaintiff from recovering damages that could have been prevented by his actions. Some jurisdictions also limit the recovery of damages that are not in the evidence but can be proven with confidence. That is, international conventions do not provide for judicial recovery of benefits that a plaintiff may receive from his or her own funds. The study shows that while most countries provide for the payment of lost profits in the event of a breach of contract, the requirements for recovering them vary from country to country. In general, it is more difficult to obtain lost profits in countries with civil rights, as most of these countries require a high level of evidence to recover them. This means that the court has consistently denied such benefits.

Third, at the moment, there is a lot of objection from the current legislation on the issue of interest by the plaintiff. This is because the timeframe for setting interest rates varies from state to state, and in most countries, interest is calculated from the date of default. Exactly what constitutes a default, but the concept of default in the legislation of one state is different from the legislation of another state. In general, in the event of a breach of contract between the parties, the defendant will automatically start calculating the interest until the date on which the defendant fails to meet its obligations. If such a date is not specified in the agreement of the parties, the prevailing opinion is that the plaintiff will not start collecting interest until he has demanded enforcement. However, courts and arbitration differ in the time over which interest is calculated. Some set interest from the time the plaintiff was deprived of the money (e.g., from the date the contract was terminated), while others set interest from the date of receipt of the notice of liability or from the date of filing the claim, i.e., the application for arbitration interest is calculated from the date of issue. The situation we are considering can, of course, adversely affect the rights and obligations of the plaintiff. International law and domestic law need to address the gap in the law to address this issue. [13]

On the other hand, there is another problematic aspect of interest. In most countries, interest on the amount owed is calculated at the rate of the legislation applicable through the selection of legislation, unless the agreement of the parties provides for the payment of interest at a different rate. Interest payment agreements are usually enforced unless they violate public policy, such as usury laws. Unfortunately, statutory rates often do not change over the years, and as a result, as a

result of the devaluation of money, the compensation rate set for lost losses does not accurately reflect the percentage. From this we can see that the different interest rates lead to the loss of the plaintiff and the unfairness of the courts. In international practice, only in the United States do legal interest rates range from 6 percent to 15 percent, and international law clearly recognizes that interest on losses on non-monetary obligations under Unidroit Article 7.4.10 can be calculated from the time of breach and interest rates ranged from 3 percent to 31 percent. When these fixed interest rates are flexible interest rates and applied by the courts, the value of the money is assumed and the plaintiff's claim for compensation is settled fairly. [14]

Fourth, there are a number of problems in the selection and application of conflict-of-law norms in international private law. For example, in the process of applying the conflict rule, there is the problem of classifying the legal concept used to interpret this norm. In the law of different countries, these concepts do not always coincide in their content. For example, in France the term of action is considered as a concept of civil law, in the United Kingdom, the United States and Finland as a concept of procedural law. Currently, such a classification is gradually being abandoned in the UK and the US. If a French court classifies a statute of limitations according to English law and not according to its own law, then it cannot apply the rules of English law to the statute of limitations. The doctrine of many Western countries is that the classification of legal concepts should be carried out according to the law of the court until the problem of the choice of law is resolved, that is, before the application of the conflict rule. However, if a conflict-of-law foreign law is to be applied, then any classification can only be based on the legal system from which the conflict-of-law norm is derived. It is clear that in order to apply the conflict rules, it is first necessary to better understand the applicable norm, and it is important to select judges and arbitrators who can apply this norm.

We try to find a number of solutions to the problems that arise through legislation. Because there is a solution to any problem and we can implement it by strengthening and developing the law. The first solution is to accede all countries to international conventions, such as the CISG and UNIDROIT. Of course, I believe that this process should be carried out at the request of countries. Only then will member states be able to live up to their commitments. The second solution is to harmonize the domestic legislation of the countries with the international conventions and international documents and, if possible, not to create special norms in practice. If the domestic laws of states that comply with international norms are applied, the problems will be easy and no law will be contradicted. The third solution is to improve the work process of international arbitrators and local courts. This means that the legal knowledge and skills of arbitrators and judges need to be enriched by domestic law and international conventions. This will allow them to resolve the issue quickly and easily.

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ISSUES OF SOVEREIGNTY AND ITS LEGAL ASPECTS IN ISLAMIC PRIVATE LAW

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ABSTRACT

One of the words that is currently most often heard in our ears is sovereignty. It would not be an exaggeration to say that the protection of the sovereignty of the states of the world has come to the fore at a time when the number of threats under the guise of economic, political, military and religious threats is growing in a particularly dynamically developing world.

KEYWORDS: *Sovereignty, Sovereignty Of Folk, The Sovereignty Of A Nation Supremacy, Completeness, Indivisibility, Equality, Inviolability, The Institution Of State Power.*

INTRODUCTION

First of all, it would be useless to recall once again what the concept of sovereignty means. Sovereignty (Franz.souverainete - supreme power), meaning the supremacy of power and independence. Also, the fundamental principle of international law and international relations is respect for the sovereignty of states by other states. [1]

We know that sovereignty can be divided into three types, based on the science of constitutional law:

- The first is state sovereignty;
- The second is the sovereignty of the nation;
- Third is the sovereignty of folk.

State sovereignty is the supremacy of power within the country and complete independence in external relations.

For the first time, the concept of state sovereignty was introduced into the dialogue by the Frenchman Jean Bodin. Bodin believed that state sovereignty is the most important feature for independent states, and this sovereignty embodies the eternal, absolute and indivisible supreme power.

State sovereignty is also divided into internal and external:

Internal sovereignty means the supremacy and fullness of state power and independence, equality of society in relation to all other bodies and organizations in the political system;

External sovereignty in its own name means the equality and independence of the state as a subject of international law from relations with other states and independence in conducting its internal foreign policy and that no one has the right to interfere from outside.

The sovereignty of a nation is the right of a nation to full power, political freedom, the opportunity to freely choose its life path without any interference, to independently resolve issues related to the development of its national needs, to protect national honor and dignity, to protect state power and interests, to protect culture, language, traditions, national institutions, etc. means creation.

Sovereignty of folk is the principle of the constitutional order of all states with democratic principles. We will not look for an example from afar. "Uzbekistan is a sovereign democratic republic". In addition, the national anthem says: "The hoop is the only source of state power. [2]

A striking example of people's sovereignty is the definition "state power is exercised in the interests of the people and only by bodies authorized by the Constitution of the Republic of Uzbekistan and laws adopted on its basis". From this it can be understood that representatives of all nationalities living in the same territory (state) together constitute one people. For example, the people of Uzbekistan are common, they include more than 130 nationalities and nationalities. Above, it was not in vain that I paid more attention to the concept of sovereignty. [3]

The reason is that it helps us a lot in the analysis and understanding of issues of sovereignty in Islamic law, and it is clear that every issue related to religion requires a high degree of precision and deep analysis. Even a small mistake can get us off topic.

Novgorodtsev noted that "the supreme power is one and indivisible, for it in no case allows another power standing above itself or next to it." It is obvious that in a particular state there is no state supreme power. [4]

In order to be able to distinguish state sovereignty from its concrete and other sovereignties, it is desirable to first find out what features it has. Below I will list the signs of state sovereignty:

- Supremacy (lack of other state power);
- Independence (ability to make decisions independently);
- Completeness (prevalence in all spheres of public life);
- Indivisibility (unity of power);
- Equality (having rights and obligations, like others);
- Inviolability (impossibility of arbitrary alienation or seizure of legitimate power).

Based on the signs above, below I will begin my analysis through the principles of sovereignty:

The unity and indivisibility of the territory (a constitutional ban on the separation of territories from the state);

- The unity and indivisibility of the territory (a constitutional ban on the separation of territories from the state);
- Inviolability of territorial borders (it is possible to protect the territory of the state from external invasion forces and transfer part of the territory to another state);
- Non-intervention in internal affairs (ban on financing of political parties and movements from abroad and interference in the internal affairs of political parties and movements of a foreign state).

Through the study of the state law of countries where Islamic law is applied, we learn the essence of the Islamic state, its specifics, differences from other countries, domestic and foreign policy, the state mechanism and its components, organization principles, tasks and activities of state bodies, directions, relationships between the central and local authorities and administration, country administrative-territorial structure, relations between various territorial units, acquisition and exclusion from citizenship, the legal status of citizens, their rights and obligations, protection, restriction, deprivation of them by various state bodies and we know the essence. [5]

In addition, our knowledge of Islamic state law and its institutions will deepen and expand our knowledge of the nature, form of government and administrative-territorial structure of modern Muslim states, their domestic and foreign policies, and the current state of Islam. Under the guise of religious fanatics and extremists will help us quickly understand the lies.

The development of Islamic state law is a long process. Before the formation of a single Islamic state in the Arabian Peninsula, the Arabs lived in different tribes. In the absence of a single supreme power, there were various military, political and economic conflicts, violence and immorality between them. The advent of Islam and the establishment of a central authority in the Qur'an and the Sunnah of the Prophet (peace and blessings of Allaah be upon him), the main sources of Islamic law, led to the end of internal strife and the emergence of a single centralized sovereign state. [6]

The law of the Islamic State is regulated by norms:

- The Holy Quran;
- The Sunnah of the Prophet Muhammad (peace and blessings of Allah be upon him);
- Works of ijma and purulent Muslim statesmen and lawyers.

According to jurists, the number of verses in the Qur'an on state law is ten, and there are dozens of hadiths in this field. In addition, there are more than a dozen verses and about forty hadiths related to the rights and obligations of citizens. This suggests that some analysts are wrong in saying that Islam does not provide sufficient grounds for governing the country. [7]

Identifying the subject and object of each problem under study is important in illuminating the topic. The subjects of the Islamic state's legal relations are state bodies, officials, citizens - Muslims, Zimmis, non-believers living in the Islamic State, non-Muslim foreigners who came to the Islamic State for one reason or another. The object is the forms and methods of organization and implementation of state power and administration, the order of acquisition of citizenship, the rights and freedoms and obligations of citizens. [8]

In my opinion, it would not be fair if we do not mention the legal institutions of the Islamic State.

- The institution of state power - is the source of power - state sovereignty - the organization and implementation of power - a set of norms governing the relationship between public authorities and citizens;
- The institute of public administration is a set of legal norms that determine the organization of executive bodies, their functions, powers, main activities, relations with other bodies and citizens of the state;
- The institute of administrative-territorial structure of the state is a set of norms regulating the interaction of administrative-territorial units of the state with the center;
- The institution of citizenship is a set of norms defining the procedure for acquiring and losing citizenship, the rights and freedoms of citizens, their guarantees, and the obligations of citizens;
- The institution of officials is a set of norms governing the relationship with citizens and the appointment and dismissal of officials, defining their duties, powers, rights and responsibilities.

It is a natural process for political institutions in a country to be interconnected. It is important to note that any change in one institution or state can affect others. [9]

As mentioned above, the sovereignty of the state is supreme and indivisible. The peculiarity of the emergence of statehood in the Arabs is that the process was religious in nature. In Islam, power belongs to Allah and is the only supreme source of power. therefore, power cannot be divided into sectors. The Holy Qur'an states that Allah is the Creator and Ruler of the universe. "Did you not know that to God belongs the kingdom of the heavens and the earth, and that you have no friend or helper other than God?" He also said: "Verily, your Lord created the heavens and the earth in six days, then He is firm on the Throne. mute) is Allah. Be aware that ,Creation and command belong to Him. Blessed be Allah, the Lord of the worlds".and "Judgment belongs to Allah alone. He explains the truth. He is the best of judges. [10]

Here we can see its peculiarities. That is, in Islamic teaching, especially in the Qur'an, the idea of the authority of Allah, the authority of His Messenger, and the authority of the rulers who grew up among the Muslims is firmly established. Like other issues, this has been proven. would like to draw your attention to verse 59 of Surat an-Nisa '. "O you who believe! Obey Allah ,Obey the Prophet and the rulers from among yourselves! ..."

In addition, the hadiths of the Prophet (peace and blessings of Allah be upon him), which follow Islam after the Qur'an, contain hadiths related to the above issue. According to him, obedience to Allah, obedience to the Prophet, and obedience to our own commanders are commanded. In particular, the Prophet (peace and blessings of Allah be upon him) said, "Whoever obeys me, he has obeyed Allah. Whoever disobeys me disobeys Allah". "Obey the rulers, and God will ask them for your rights." For example, the hadith "One of the five qualities I require of you is obedience to the rulers". [11]

Nevertheless, it is no exaggeration to say that the right to supreme power in the Muslim community was one of the most important and acute problems in the political history of the caliphate in the seventh and tenth centuries AD.

Prophet Muhammad ruled the country during his lifetime. After his death, as they say, a new caliph had to be elected. The elected caliph was to be with him in Makkah and Madinah, and to be a free, mature, sane, representative of the Quraysh tribe. It is also believed that he should be able to independently resolve issues that are not regulated by the Qur'an and the hadiths, have a good knowledge of the Shari'ah, and be able to conduct high human, military affairs. He must also have a great reputation for Muslims to obey his commands unconditionally. In fact, the first four caliphs (Abu Bakr Siddiq, Umar, Uthman ibn Awfan, Ali ibn Abu Talib) fully met the above requirements. According to some sources, they were called "caliphs ar-Rashidin" or "caliphs on the right path". [12]

Many Muslim communities believe that the establishment of a caliphate was necessary. It is the duty of the head of the Islamic State and of all members of the Islamic community who elect and control the caliph and advise him, as well as all Muslims.

In line with this view, Islamic scholars have argued that among religious beliefs, Muslims need caliphate control in order to fulfill their religious obligations and abide by the rules of Islamic law.

Sovereignty of Islamic law - the exercise of supreme authority - is enshrined in Sharia law, that is, it is related to the will of Allah. As I mentioned above, issues that have not been resolved by the Qur'an and the Sunnah of the Prophet (peace and blessings of Allaah be upon him) can be resolved through legislative action. One of the main duties of the Caliph is to protect the Qur'an and the Sunnah of the Prophet (peace and blessings of Allaah be upon him), the Shari'ah in general, and the Muslim community from any kind of aggression. [13]

In Islamic law, the power of the head of state is not absolute power according to Sunni teachings, and the head of state has no special privileges or immunity. Like ordinary citizens, they must abide by Sharia law and can be prosecuted for any offense. Of course, imagining that a head of state has no privileges or immunity is far from the truth, especially for the present period. It is no exaggeration to say that such a Sunni system is based on the principle of equality of all human beings, just as the head of state is defined in Islam.

As I mentioned above, over time, new social relations are being formed, and in parallel, the law must develop. Unless there is a rule in the Qur'an and the hadiths regarding any social relationship, it is resolved by law. But the exercise of legislative power is not within the authority of the caliph. On the contrary, as a mujtahid, he has the right to put into practice new legal norms. [14]

From this we can say that the legislative, executive, judicial and military powers of the state were officially in the hands of the caliph. Due to his authority, the caliph appointed or dismissed high-ranking officials and performed other important duties. In the state mechanism, after the caliph, the highest official was the minister. Based on Islamic law, there are two types of ministers: *the first, ministers with broad powers; the second is ministers with limited powers. The senior minister served as chief of staff. He also served as his adviser as the closest official to the caliph. keeping the seal of the caliph ensured the execution of his order.* In addition, it has performed important functions such as liaising with the governments of other states, monitoring the condition of strategically important roads, and the activities of local governors (rulers). In short, the minister was the head of the executive branch. This position was established during the reign of the Abbasids. However, other sources make it clear that the post was established during

the Umayyad period. As usual, the minister was accountable to him, appointed by the head of state.

There were also special government agencies. They operated in the following areas:

- Finance;
- Military affairs;
- Agriculture;
- Management of state property;
- land registration, etc.

The palace was also attended by the chief of the caliph's guards, the chief of staff, and other important and influential officials.

Outside the center, military campaigns in the 7th and 8th centuries resulted in significant changes in the system of local government. At the same time, as the power of the heads of state was strengthened, local governments were adapted to the Persian rule.

The territory of the state was divided into provinces, and these administrative units were headed by military deputies (amirs) appointed by the caliph. Of course, they are subordinate to the caliph. The caliph usually appointed emirs from among his relatives or close friends. However, among the amirs in the regions, he was considered a representative of the region or was also appointed from among the former rulers. There are various reasons for this. The emirs had the military, the financial apparatus, the guards, and the judiciary. Assistants to the emirs assisted in the exercise of these powers. The judiciary was later transformed into a separate independent authority. In turn, smaller territorial units from the province, such as cities, are governed by mayors, and Muslim religious communities are governed by sheikhs. [15]

The heads of the provinces were appointed and dismissed by the caliph. The executive, military, and financial powers are concentrated in the hands of provincial leaders. The emirs had two deputies: the administration of finance and the administration of justice.

From this we can conclude that the emirs also assumed a number of benefits in addition to the authority of governing their territories. place of residence, political and economic situation of the territory, the welfare of the population may comply with Sharia law, is personally responsible for the activities of a fair court would also like to mention that I have mentioned above that a special person (judge) has been appointed to conduct the trial. But first, the judiciary was in the hands of the Prophet (peace and blessings of Allaah be upon him). By the time of Caliph 'Umar, judges had been appointed to administer justice in the major administrative cities of the Caliphate, particularly Madinah, Busra and Kufa. In other areas, the judiciary continued to be under the authority of provincial governors.

In practice, due to the circumstances and the demands of the time, the judiciary was later separated from the executive branch and began to function as a separate independent authority. Local authorities did not have the right to interfere in the decisions of judges. The head of state is the chief judge. However, since the administration of justice was the work of clerics, in practice the supreme court was administered by a panel of influential clerics. It was they who acted on behalf of the caliph and appointed lower judges and supervisors from among the clerics. However, some sources state that the Abbasid dynasty introduced the position of "Qazi ul-

quzzot" in the second half of the eighth century. Such a person, acting on behalf of the head of state, has considered complaints and appeals against the appointment and dismissal of all judges and the decisions and rulings of judges. In modern parlance, it served as a higher court.

At this point, I thought it appropriate to dwell on the powers of judges. Judges have different powers. For example, they reviewed all court cases in their area, monitored the execution of their decisions and sentences, and supervised prisons and jails where prisoners were held. They also considered the approval of wills, the distribution of inheritance, marriage, and other matters that are now considered civil matters. In addition, they checked the legality of land use regulations and managed the foundation property. They based their rulings on the Qur'an and the Sunnah. Judges' rulings are generally unchanged and have not been appealed. Except in exceptional cases, when the rulings of the judge are changed by the caliph or his representatives.

I must say that the above cases were for Muslims. The cases of non-Muslims (dhimmis) in the state were often heard by courts composed of their own clerics.

In the early years of its existence, the caliphate was a centralized theocratic monarchy, according to its form of government. Great power is concentrated in the hands of the caliph. As I said earlier, they were elected by the scribes, but after a while the state power was passed down from generation to generation according to the will of the caliph.

I Can give a clear answer as to what kind of state it was according to the structure of the caliphate, which at one time ruled over large areas. The state is unitary in structure. The following hadith is the basis for me to make a clear statement on this matter. "No one should harm the unity of the Muslim community." Even from the point of view of this hadith, the system of public administration is strictly centralized, the state territory is divided into provinces, cities, villages and managed by local officials under the strict control of the center.

State sovereignty, form and structure of government, the sovereignty of the first Islamic private Islamic state during the Umayyad and Abbasid rule was formed on the basis of modern requirements.

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IMPORTANCE OF APPLICATION OF UNIDROIT PRINCIPLES IN THE REPUBLIC OF UZBEKISTAN AND ITS PLACE IN THE LEGISLATIVE SYSTEM

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ABSTRACT

Today, due to the wide-ranging economic, political and cultural relations of New Uzbekistan with the countries of the world, due to the need to develop such relations, it is necessary to develop new legislative norms in the spirit of the new international law. In this regard, one of the main goals of the current government is to make changes in the legislative system of the Republic of Uzbekistan, to enrich the national legislation with the legal norms of international law. As a result, a number of new laws and changes were made in the following years. Since 2016, the Government of the Republic of Uzbekistan has been implementing significant political, legislative, judicial, economic, and social reforms with the aim of developing the country, enhancing its investment climate, and improving the lives of its citizens at a much more rapid pace than before.

KEYWORDS: *National Legislation, International Law, Domestic Law, “UNCITRAL Model Law”, Investors, The Tashkent International Arbitration Center, Unidroit Principles, Neutral State Law, Civil Code, Transaction, Freedom Of Contract.*

INTRODUCTION

One important aspect of the legislative reforms is the introduction of new laws based on modern practical legislation, which, in some cases, would be based on internationally-respected, high-quality model laws. As part of this process, Uzbekistan has recently adopted a new Law on International Commercial Arbitration (No. O'RQ-674) (the “ICA Law”), which is in line with the UNCITRAL Model Law on International Commercial Arbitration 1985, with amendments as adopted in 2006 (the “UNCITRAL Model Law”). Indeed, the UNCITRAL Secretariat has already recognized the ICA Law as being based on (i.e., compliant with) the text of the UNCITRAL Model Law. [1]

After its passage by the Uzbek Parliament, the ICA was signed by the President of Uzbekistan on 16 February 2021. Pursuant to Article 56 of the ICA Law, the ICA Law will come into force in Uzbekistan six months from the date of its official publication (17 February 2021). The ICA Law

will co-exist with the current Law on Arbitration Courts(No. O'RQ-64) (the "Domestic Arbitration Law"), which came into effect on 1 January 2007 and will continue to apply to domestic arbitrations in Uzbekistan.

The ICA Law will help establish Uzbekistan as a reliable seat for dispute resolution in the Central Asia region and beyond. It is also an important development for Uzbekistan in that it will help Uzbekistan attract foreign investment for infrastructure, human capital, and tourism development, among other sectors. The ICA Law will also help improve investor confidence and the business climate, reduce the cost of doing business, and improve Uzbekistan's international standing in various indices and rankings. [2]

In addition, as a result of many years of closed policy, the Uzbek government, now open to the world, needed to create legislation aimed at reform to increase its attractiveness in the context of global trade. As a result, in 2019, a new version of the "Law on Investments and Investment Activity" was adopted. This is an example of a guarantee given to investors around the world. Prior to that, a number of investors had brought their investments to the Republic of Uzbekistan, and some of them had disagreed with the government and had been sued in the International Court of Arbitration. The adoption of this law is expected to help restore the confidence of international investors in Uzbekistan.

The Tashkent International Arbitration Center has also been established in the Republic of Uzbekistan. This is one of the most important things the new government has done. This was done in accordance with the Presidential Decree of November 6, 2018 "On the establishment of the Tashkent International Arbitration Center (TIAC) under the Chamber of Commerce and Industry of the Republic of Uzbekistan".

The main goal of the Center is to establish mechanisms for resolving disputes through arbitration, based on modern and international standards. In addition, the Tashkent International Arbitration Center will cooperate with leading foreign arbitrators and exchange experience in resolving disputes through international arbitration. During its existence, foreign arbitrators will be involved in resolving existing disputes and will train specialists in international arbitration, including out-of-court settlement of investment disputes. [3]

The International Arbitration Center provides consulting services to local and foreign business entities, in particular to foreign investors, in the field of investment prevention, including the prevention of disputes between the parties.

One of the international documents to be introduced into the legislation of the Republic of Uzbekistan at this time is the Unidroit Principles. Obviously, given the rapid development of international trade, it is becoming necessary for Uzbekistan to establish international relations. However, differences in laws, cultures, and languages create a number of barriers to the interpretation of obligations arising from international trade agreements by legal entities, which often leads to instability in international trade relations due to a lack of clarity. Thus, the need to standardize the rules for interpreting contracts has become a priority so that the rights and obligations of each party to the contract are clear. In this regard, the Unidroit Principles emerged as a single set of rules and principles for regulating international trade agreements. [4]

The application of Unidroit Principles to the legislation of the Republic of Uzbekistan means that representatives of the Uzbek business community and ordinary citizens will be able to act in accordance with a single standard document at the international level when concluding

international trade agreements. This will help them to avoid some of the problems that are often shut down while performing similar actions on their side. For example, one of the most common problems in practice is the choice of law applicable to a commercial contract with a foreigner. It is clear that the foreign applicant does not want the law applicable to the contract to be Uzbek law, and the Uzbek contracting party does not agree that the foreign citizen's law should regulate the contract. It was just one example, and we can cite many such examples. [5]

The main purpose of the Unidroit Principles is to create a common basis for international trade agreements and to ensure their practical application, interpretation and application in different countries to encourage conscientious and fair treatment in international treaty relations. The Unidroit Principles apply the general rules of international trade when the parties agree to regulate their contracts on the basis of such principles. The principles may also be applied when the parties decide not to choose a particular law to regulate their contracts and may be used in the interpretation or supplementation of other general international legal instruments, as well as in the interpretation or supplementation of national legislation. There is nothing to prevent the application of the Unidroit principles to internal agreements concluded between individuals, although these principles are specifically designed for international trade agreements. Nevertheless, any such agreement may be subject to mandatory norms set out in domestic law governing the contract.

Therefore, it is important to harmonize the rules of UNIDROIT with the legislation of the Republic of Uzbekistan. After all, The Principles provide a uniform framework for international commercial contracts thus reducing disputes related thereto. The Principles are however of a persuasive value and they do not override mandatory rules of domestic law. [6]

Given the structural similarities between UNIDROIT principles and many national laws around the world, UNIDROIT principles are often a useful tool in negotiating contracts. Of course, this will be very useful for Uzbekistan, whose legislation is still internationally different from the legislation of other countries, and we can see that it is very important to harmonize the rules of UNIDROIT with the legislation of Uzbekistan.

As the rules of UNIDROIT are a model document for the countries of the world, the current normative acts of the legislation of the Republic of Uzbekistan contain norms similar to its norms. Because of these norms, developed by the Roman Institute, are based on the generalization of many rules that are common to the norms of international private law in many families of law around the world.

The basic relations regulated by Unidroit Principles regulate the relations of private international law. That is why I am talking about the norms of Uzbek law that regulate such relations. Unidroit Principles are widely used in contractual relations, mainly at the international or local level. [7]

Therefore, in order to show the role of Unidroit Principles in the legislation of the Republic of Uzbekistan, we analyze the legislation of Uzbekistan, which regulates commercial contracts. The main normative document regulating contractual relations in the Republic of Uzbekistan is the Civil Code of the Republic of Uzbekistan.

In particular, Article 105 of the Civil Code establishes a norm on the form of the agreement (contract). According to him, the agreements are made orally or in writing (simple or notarized).

Silence is an expression of the will to enter into an agreement in cases provided by law or by agreement of the parties. This norm is also reflected in the Unidroit Principles (Article 1.2)

Nothing in these Principles shall be required to be developed or ratified by contract, declaration or other act. This can be proven by any means, including with witnesses. As we can see this as a comparison between the Unidroit Principles and national legislation, which makes it possible to understand the difference between the two.

Article 354 of the Civil Code deals with freedom of contract. “Citizens and legal entities are free to sign contracts. Coercion to enter into a contract shall not be permitted, except in cases when the obligation to enter into a contract is stipulated by this Code, another law or an obligation undertaken. The parties may also enter into an agreement not provided for by law. [8]

The parties may enter into an agreement (mixed agreement) that includes elements of various agreements. The rules of contracts with elements of a mixed contract shall apply to the relations of the parties to a mixed contract, unless otherwise agreed by the agreement of the parties or the essence of the mixed contract.

The terms of the contract are determined at the discretion of the parties, except as otherwise provided by law.”

In the Unidroit Principles, this rule is reflected in Article 1.1: “The parties are free to enter into a contract and determine its content.”

The principle of freedom of contract is important in the context of international trade. The right of entrepreneurs to freely decide to whom they offer their goods or services and by whom they wish to deliver, as well as their ability to freely negotiate the terms of individual agreements can be determined by an open, market-oriented and competitive international economic order. As for the freedom to determine the content of the contract, first of all, the Principles themselves contain rules that the parties cannot withdraw (see Article 1.5). In addition, there are mandatory rules of national, international or supranational origin, which, if they can be applied in accordance with the relevant rules of private international law, shall prevail over the rules contained in the Principles and the parties may not deviate from them. [9]

According to Article 123 of the Civil Code of the Republic of Uzbekistan, an agreement concluded under the influence of fraud, violence, intimidation, conspiracy of one party's representative with the other party, as well as the citizen himself due to serious circumstances a transaction (complex agreement) that the other party was forced to enter into under extremely unfavorable conditions, for which the other party used it, may be declared invalid by the court at the request of the victim.

Moreover, The Civil Code states, “A transaction entered into in the name of itself (a forged agreement) without the intent to cause legal consequences is not valid in itself.

If the agreement is made under the guise of another agreement (fraudulent agreement), the rules of the agreement, which the parties actually intended, will be applied”.

An alternative principle to the same rule is reflected in Article 1.7 of the Unidroit Principles (Good faith and fair dealing). It stipulates that each Party must act in good faith in international trade. The parties may not exclude or limit this obligation.

Given the structural similarities between Unidroit Principles and many national laws, Unidroit Principles often help to overcome legal barriers in contract negotiations. They are really neutral and do not favor any party. Their choice avoids researching state law, which can be chosen as a neutral law - often costly. The choice of Unidroit Principles is more beneficial than the selection of a randomly selected neutral state law, as randomly selected neutral legislation often leads to unintended consequences. In addition, in many cases, the parties find the Unidroit Principles familiar from their national laws as well as the rules of conduct. In addition, Unidroit Principles are a simple and ready-to-use tool that facilitates the effective development of contracts. [10]

Like many countries in the world, the legal system of Uzbekistan is directly related to the Unidroit Principles. We can take this as an example using the norms set out in the national legislation mentioned above. Today, Uzbekistan, which is expanding its economic, social and cultural ties with countries around the world, is trying to incorporate the Unidroit Principles into its national legislation. Obviously, this will help Uzbekistan to develop relations with foreign countries. As a result, in recent years the Uzbek government has been trying to improve its relations with UNIDROIT and to join various documents adopted by it. For example, in 2021, the Uzbek delegation held a meeting with UNIDROIT members. The fruitful meeting focused on Uzbekistan's consideration of accession to UNIDROIT as a Member State and included presentations covering a number of UNIDROIT instruments such as the UNIDROIT Principles of International Commercial Contracts 2016, the Cape Town Convention and its Protocols, the 1995 UNIDROIT Convention on Stolen or Illegally Exported Cultural Objects, and the UNIDROIT/FAO/IFAD Legal Guide on Contract Farming. A number of UNIDROIT's high priority projects such as the Digital Assets and Private Law Project, and the Best Practices of Enforcement, and further opportunities for cooperation between Uzbekistan and the Tashkent State University of Law and UNIDROIT were also discussed.

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CONFLICT ISSUES IN MARRIAGE IN INTERNATIONAL PRIVATE LAW

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ABSTRACT

The article examines the conflict issues in private international law related to marriage and family relations as they are the most controversial and there are a lot of contradictions. It explains the principal notions used in international law. Under the international private law the main areas of activity of legal systems of various legal orders are identified. The focus of the study is issues related to marriage and divorce. Europe and Asia have different approaches to the regulation of marriage and family relations. Asian countries base on the religious frame, which largely dictate their legal status. Priority is given to customs and traditions that have been shaped over the centuries. Europe is more flexible and inclined to reforms. The use of binding formulas facilitates consensus between states regarding the application of a particular legal norm. The purpose of the study is the correlation and analysis of national laws regulating marriage and divorce in international private law. The basic problems of collisions are identified; the need for general bindings in cases of sluggish relationships is indicated, the possibility to remove conflict issues is examined. The international acts containing a certain list of legal norms are used, which allows countries to solve controversial problems independently.

KEYWORDS: *International Private Law, Conflict Of Laws Norms, Marriage And Family Relations, Family, Marriage, Act About Family Law.*

INTRODUCTION

Today, international marriages are on the rise as a result of the rapid growth of globalization. To this day, it has become common for an English man and a French woman living in London to marry in Seoul, move from Lisbon to Singapore for business, own real estate and business in South Africa, and have their children go to school in Rome. On the one hand, the above situation strengthens economic, social and political ties between the countries. But on the other hand, international marriages are creating a number of conflicting situations. The substantive legal norms of family law in different countries are very diverse, which in practice leads to disputes in resolving various issues related to legal relations with a foreign element. National, domestic, religious characteristics and traditions have a great influence on the regulation of family

relations. We see that the problems of divorce are much greater than we thought. In this article, we will try to highlight the existing problems in family relations in private international law, as well as give our personal advice on how to solve the above problems. Currently, the following problems are the main problems in international private law marriage relations: **[1-4]**

1. The form and conditions of marriage;
2. Racial and religious restrictions;
3. Prohibition of marriage with foreigners;
4. The need for permission (diplomatic, parental or guardians) for marriage;
5. Personal law of land (supremacy);
6. Marriage by power of attorney and representative;
7. Polygamy and monogamy;
8. same-sex marriages;
- 9) Liability for refusal to enter into a promised marriage;
10. "Lame marriages"

Another problem is that in a number of countries, both church and civil marriages are recognized, for example, in Georgia, the United Kingdom, Sweden, etc., but in Greece, marriage only in the form of a church. A Greek woman and a Swedish man may face legal uncertainty if they try to annul their marriage. In addition, the approach has a very strong influence on the recognition of marriage. The state of Israel is an example of this. If the marriage took place abroad, then the marriage is recognized only if a sacred religious ceremony is held in Israel. Another important and topical issue that raises controversy is the age of marriage. An interesting issue is related to the execution of documents. The problem in this case is to translate them into different languages. These can be the translators' own mistakes, as well as inaccuracies in the preparation of the document. Above, in this study, it is emphasized that the conditions required for marriage are determined by the states themselves. The same goes for age limits. In some countries, it is not enshrined in the rule of law, but is based on religious principles. In countries such as Yemen, for example, the age of marriage is not defined by law at all, and each case is considered on its own merits. Ten-year-olds can get married if they are recognized as capable. The consent of the bride is given by her parents, so the consent of the minor bride is of no importance. But in the Syrian state, we can see the opposite of the above situation, if the couple is not of the right age, it is not possible to conclude a marriage contract. In many developed countries, family law provides for voluntary consent to marriage. In many developed countries, family law makes voluntary consent to marriage one of the basic principles. If a married man or woman does not agree to enter into a marriage, the marriage is not valid. **[5-9]**

In many countries, same-sex marriage has become very popular in recent times and has been defined as a new relationship in family law. Such marriages are strictly forbidden in Islam. Some Western countries have accused Islamic states of violating human rights, banning same-sex marriage, and arguing that family law is not based on the principles of justice. In particular, in the Republic of Uzbekistan, same-sex marriage is a crime, and those who commit it are criminally prosecuted. My subjective opinion is that it is very normal that religion and the family

have always been closely intertwined. This is especially important for Muslims. I would not define same-sex marriage as a violation of international family law. [10,11]

Another contentious issue is consanguineous marriages. International documents set out the conditions for finding or annulling a marriage. These conditions include:

- Prohibition of kinship, marriage;
- Prohibition of marriage of persons guilty of adultery, for which the marriage of one of them is annulled;
- Prohibition of marriage to persons previously convicted of conspiracy to assassinate the spouse of one of these persons.

In conclusion, marriage with citizens of the two countries is becoming the most common, and due to the nature of the norms, which include conflicting legal provisions, the assessment of the supremacy of public or private principle in legal regulation is the most complex phenomenon. I think it's important. This allows us to determine the boundaries of what is allowed and what is not allowed in the behavior of a person in the field of marriage and family relations. However, it would be wise to take into account the national and religious views of the states, as well as the views of the family. [12]

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IMPROVEMENT OF THE WORKING CHAMBER OF THE SAW GIN

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ABSTRACT

This article refers to the cotton gin industry and concerns the designs of machines for separating the fiber from cotton seeds. Saw gin works like cotton. Raw cotton through the neck enters the working chamber 1, where it is ginned. The objective of the present invention is to increase the reliability of the saw gin by a stable supply of raw cotton to the dusty cylinder.

KEYWORDS: *Saw gin, working chamber, rib gin, seed cotton, and saw discs.*

INTRODUCTION

Known saw genie, containing a working chamber with a grate and a saw cylinder, made in the form of a set of disk dust on a horizontal shaft, installed with the possibility of passage into the corresponding gaps between the grates [1].

Main part

The disadvantage of the known technical solution is the rigid fixation of the lower grate bar to the body of the gin, which leads to a disruption in the process of shaping the raw roller and possible hanging of the raw cotton before entering the dusty cylinder zone; this is especially true when processing under-dried or low-grade raw cotton.

The objective of the present invention is to increase the reliability of the saw gin by a stable supply of raw cotton to the dusty cylinder.

To achieve this task, in a saw gin containing a working chamber with a grate, consisting of grates installed with their paws in the upper and lower grate bars and a saw cylinder made in the form of a set of circular saws mounted on a rotating horizontal shaft and located between them in the transmitting order, dividing smooth disks installed with the possibility of passing in the gaps between the grate bars and between the saw pads, the lower grate bar is mounted on a compression spring located between the dusty side of the bar and the threaded stop, and the front bar interconnected with the upper grate bar is spring-loaded relative to the genie body . [2]

The principle of operation of the device

The saw gin contains a working chamber 1 mounted on a suspension bolt 2 and including a grate 3, installed with their legs 4 and 5 on the upper and lower grate bars 6 and 7, forming a grate, a frontal curved bar 8, a front apron 9 with a seed comb 10, and placed in the chamber, a dusty cylinder 11. The latter is made in the form of a set of circular saws 12 fixed on a rotating horizontal shaft 12 and located between them, in alternating order, separating smooth disks 14, installed with the possibility of passing in the gaps between the grates 3 of the grate into the

working chamber 1 and between the saw pads 15, while the diameter of the smooth discs is less than the diameter of the circular saws 13. upper grate bar 6, spring-loaded by a spring 18 relative to the body 19 of the genie. The grates 3 with their lower and upper paws are attached respectively to the bars 6 and 7 by means of screws 20 with a countersunk head.

The essence of the article of the saw gin is illustrated by the figures, where figure 1 schematically shows a cross section of the gin; figure 2-section A-A in figure 1; figure 3-section B-B in figure 1; figure 4 - view B in figure 1; figure 5-grate, on a scale of 1:1; Fig.6-section D-D in Fig.5; Fig.7-section GG in Fig.5.

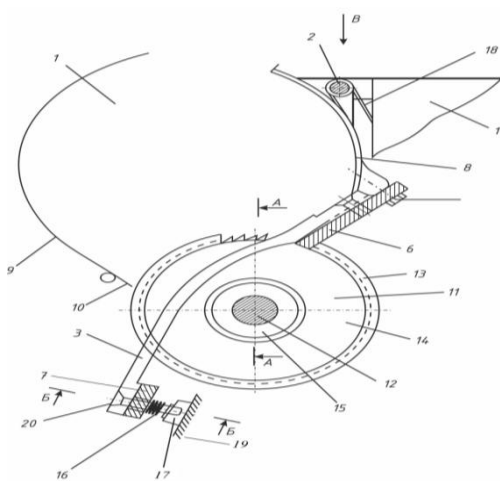


Fig 1.

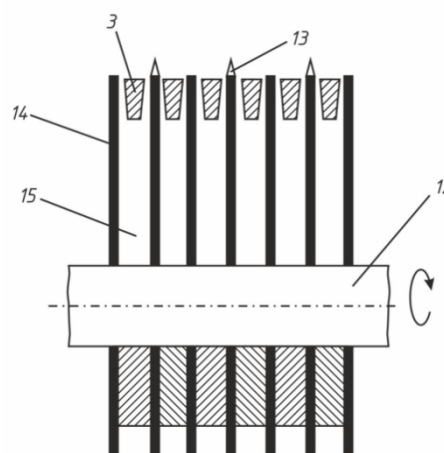


Fig 2.

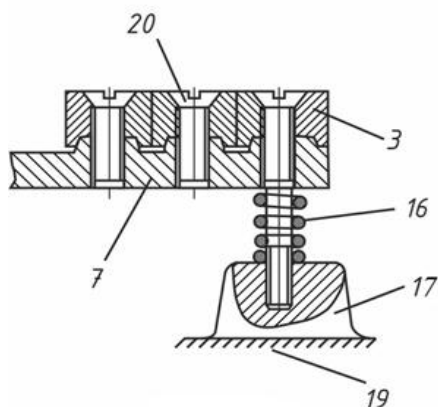


Fig 3.

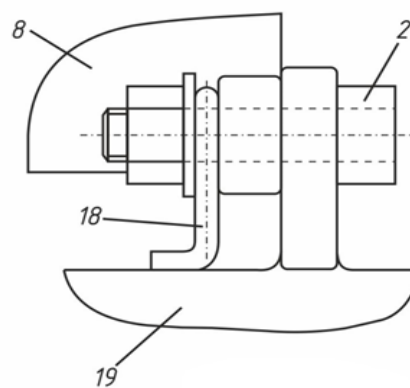


Fig 4.

Saw gin works like cotton. Raw cotton through the neck enters the working chamber 1, where it is ginned. The teeth of the rotating circular saws 13 grab the strands of raw cotton fiber, drag them through the crevices of the grate 3, tear them off, and direct them to the fiber removal zone. Bare seeds, in the process of multiple processing in the raw roller zone, go down and are removed from the working chamber 1 through the seed comb 10 to the withdrawal vehicles.

In the process of ginning, the dusty cylinder 11 interacts with the raw roller, which evenly descends onto the surface of the grate, which, being spring-loaded by springs 16 and 18, slightly vibrates in the vertical plane and prevents the raw cotton from hanging in the area of the saw cylinder.

CONCLUSIONS

Thus, due to the presence of separating smooth disks 14 and a vibrating grate, the ginning process of low-grade raw cotton is stabilized.

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QUANTITATIVE ASSESSMENT OF THE DYNAMICS OF FARM ACTIVITY EFFICIENCY OF THE REPUBLIC OF UZBEKISTAN

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ABSTRACT

The specifics of the quantitative assessment of the dynamics of farm performance, as well as indicators of statistical analysis of the dynamics are described in the article. In particular, conclusions, suggestions and recommendations were made to increase the efficiency of farms in the regions of the state. To answer such question, or to answer the question of what the average annual change is at some stage of development, an analytical indicator is calculated. Second, to assess current trends and seasonality levels. The reform is aimed at shaping the economy of the sector, creating a healthy economic competitive environment, increasing the availability of water, material and technical base and the availability of labor resources.

KEYWORDS: *Agriculture, Farms, Dynamics, Quantitative Assessment, Absolute Additional Growth (Or Decrease), Growth (Or Decrease) Rate, The Absolute Essence Of 1% Additional Growth (Or Decrease)*

INTRODUCTION

Today, the economy of agriculture, forestry and fisheries plays an important role in the economic development of our country. In the agrarian sector, the main part of the national wealth of the country is prepared. Economic reforms in the agricultural, forestry and fisheries sectors of the country are being carried out rapidly. The reform is aimed at shaping the economy of the sector, creating a healthy economic competitive environment, increasing the availability of water, material and technical base and the availability of labor resources. From the first years of independence of our country, great attention was paid to the establishment and development of farms. The organizational and legal framework of the farm was strengthened by the Law of the Republic of Uzbekistan "About the farms" (April 30 1998). On the basis of these laws, a number of government decisions on the further development of the agricultural sector have been adopted and are being implemented. According to the new law of the Oliy Majlis of the Republic of Uzbekistan dated August 26, 2004 "On the basis of farm", "Farm is an independent economic unit engaged in the development of agricultural land rent" [2, p. 4] began to run.

In the Republic of Uzbekistan, comprehensive measures are being taken to radically improve the environment for quantitative assessment of the dynamics of farm performance, to improve the quality and reliability of statistical data. "Improving the methodological framework and management principles applied within the entire national statistical system of the country in

order to produce, disseminate and coordinate official statistics” [3, p. 2] has been identified as one of the priorities for improving the national statistical system.

The Law of the Republic of Uzbekistan "About Official Statistics" RRU No.-707, adopted on August 11, 2021, states that the multi-year statistical program is developed for the national statistical system as a whole and defines the strategic directions of official statistics development.

The multi-year statistical program consists of the concept of development of the national statistical system, strategic goals and priorities, as well as mechanisms for the implementation of program measures for the development of official statistics"[1, p. 2].

Increasing the efficiency of farm activities through quantitative assessment will allow to determine the market demand for processing food products, rather than the cultivation of products, but also the processing of grown products. Therefore, the topic chosen for the article is actual.

LITERATURE ANALYSIS AND METHODS

Today, the theory of management for the production of goods and services on farms, as well as quantitative assessment of the dynamics of farm performance have been scientifically and statistically studied by foreign and domestic economists and put into practice.

Economist O.A. Saidakhmedov in his proposal says that the main purpose of management in the industrial environment is to increase production efficiency and high profits. The profits are:

- efficiency of production staff use;
- investment efficiency;
- product quality and its competitiveness;
- quick and effective decision-making;
- depends on a number of factors, such as the level of introduction of new techniques and technologies [8, p. 32].

According to author U. Khudoiberdiev, “Socio-economic events are constantly changing, evolving and evolving from the point of view of dialectics. Therefore, statistics uses a series of dynamics, which is a specific method of statistics, to determine the changes in socio-economic events over time (over a period of time), as well as the general laws of these changes.” [7, p. 99].

Research of the Russian economist Yu.B. Korolyov shows that in agriculture management of production development is a conscious regulation to increase the efficiency of the production process, increase productivity, improve product quality [10, p. 8].

As N.M. Soatov and G.N. Tillakhodjaeva approve, “In the analysis of the series of dynamics based on qualitative indicators, it should be borne in mind that depending on what form they –in what form they appear correctly or vice versa, the above-mentioned analytical indicators, for example, growth and additional growth rates, will have different logical meaning and will not be equal. Here, qualitative indicators are the norms of events, the quantitative value of which are calculated per unit of the object (subject). They allow to evaluate the results of socio-economic activity, i.e the use of available material, financial, natural, labor resources in terms of quality and efficiency ” [9, p. 256]

According to X. Shodiev and I. Khabibullayev, "In quantitative assessment of the dynamics of the phenomena and processes under study, the following statistical indicators are used: absolute change, rate of change, rate of additional change; the absolute value of one percent change. The calculation of the dynamics series is obtained by comparing the levels of two periods. Generally, the level of comparison is the first year of the series or the year before." [4, p.195].

Today, there is a growing necessity of using method of quantitative assessment of the dynamics of farm performance in the Republic of Uzbekistan. This is important for studying the phenomenon.

This, of course, will help to improve the quality of research and to identify problems that hinder the development of economic processes and give suggestions and recommendations for its solution.

RESULTS

Ensuring sustainable economic growth in the agricultural, forestry and fisheries sectors, the production of competitive products depends primarily on the quantitative assessment of the efficiency of farms in accordance with market conditions. Taking into account these requirements and factors, there are three categories of farms began to operate organizations engaged in agricultural activities in the agricultural, forestry and fisheries sector, where the activity and the right to trade are developed, namely; farms, dehqan farms. The reforms being carried out in our country are being carried out step by step. If the main focus in this area is on the study of changes in the dynamics of key indicators of farms in the Republic of Uzbekistan.

TABLE 1 DYNAMICS CHANGES OF KEY INDICATORS OF FARMS IN THE REPUBLIC OF UZBEKISTAN

Indicators	Years			2021 compared to 2019	
	2019	2020	2021 [*]	(+;-)	%
Number of farms, units	92 554	102 992	107 622	15 068	116,28
Total land area attached to farms, thousand, hectare	6 313,6	6 102,9	6 199,0	- 114,60	98,1853
The total land area, which corresponds to an average of 1 farm, hectare	68,2	59,3	57,6	-10,60	84,4385
Average planted area per 1 farm, hectare	28,3	24,7	23,0	-5,30	81,2239
Total sown area, thousand hectare	2 623,2	2 545,6	2 477,6	-145,60	94,4495
hence:					
Cereals - total, thousand, hectare	1 334,1	1 317,6	1 273,9	-60,20	95,4876
Technical crops - total, thousand hectare	1 009,5	954,5	896,8	-112,70	88,8361
of which, cotton, thousand hectare	972,9	916,0	853,0	-119,90	87,676
Potatoes, thousand hectare	11,1	11,2	16,4	5,3	147,748

* Preliminary information.

Source: Based on data from the State Statistics Committee of the Republic of Uzbekistan.

The table shows that in 2019 the number of farms will be 92,554 people, the total area of attached land is 6,313.6 thousand hectares, the total area of land per 1 farm is 68.2 hectares on average, the average area of arable land per farm is 28, In 2021, the number of farms will be

107,622 people, the total area of attached land will be 6,199.0 thousand hectares, the average total area of land per 1 farm will be 57.6 hectares, the average area of arable land per 1 farm will be 23 hectares. , 0. Due to the decrease in the total land area attached to farms in 2021 to 2019 by -114.60 thousand hectares or 1.8%, the total land area per 1 farm will increase by 10.6 hectares or 15.6%, on average 1 farm. The area under crops decreased by 5.3 hectares or 18.8%. (Table 1)

The following statistics are used to quantify the dynamics of farm performance: absolute change; rate of change; additional rate of change; the absolute value of the one percent change.

The calculation of farm statistics is based on a comparison of two levels. The level to be compared is the level of the first year in a row or the year before it.

Depending on the method of comparing changes in the dynamics of gross farm production in the Republic of Uzbekistan, these indicators are divided into variable and fixed (basic) indicators. Farms also call the dynamics of gross production basic and chain indicators. The reason it is called a base is that all the terms in a row are compared to a single limit taken as a base. In the chain method, the comparison base changes with each comparison.

In the process of statistical analysis of changes in the dynamics of gross farm production in the Republic of Uzbekistan, a number of indicators are:

1. Absolute additional increase or decrease - is determined by subtracting the level of the initial or previous period from the level of each subsequent period.

$$\Delta_{i/i-1} = Y_i - Y_{i-1} \quad \Delta_{i/i_0} = Y_i - Y_0 \quad (1)$$

2. Coefficient or rate of increase or decrease (Co.) - The rate of each subsequent period indicates how many careers are greater or less than the level of the initial or previous period, or what percentage.

$$K_{i/i-1} = Y_i / Y_{i-1}; \quad T_{i/i-1} = Y_i \cdot 100 / Y_{i-1}; \quad K_{i/i_0} = Y_i / Y_0; \quad T_{i/i_0} = Y_i \cdot 100 / Y_0 \quad (2)$$

3. The additional growth (decrease) rate (D) can also be determined in two ways. In the first method, the initial period level is subtracted from each subsequent period level, multiplied by 100, and divided by the initial period level.

$$\Delta_{i/i_0} = \frac{\sum (Y_i - Y_0) \cdot 100}{Y_0} \quad (3)$$

In the second method, the pre-period level is subtracted from each subsequent period level, multiplied by 100, and divided by the previous year level.

$$\Delta_{T_{i/i_0}} = \frac{\sum (Y_i - Y_{i-1}) \cdot 100}{Y_{i-1}} \quad (4)$$

4. The absolute value of 1% additional growth (decrease) - the absolute additional growth value is divided by the chain additional growth rate [4, p. 246].

$$\Delta_{i/i-1} : \Delta_{T_{i/i-1}} \quad (5)$$

Below are the analytical indicators of the dynamics of farm production in the Republic of Uzbekistan in 2010-2021.

TABLE 2 CHANGES IN THE DYNAMICS OF GROSS FARM PRODUCTION IN THE REPUBLIC OF UZBEKISTAN

Ye ars	Gross output of farms, bln. sum, (Y)	Absolute additional growth, Billion soums		Growth (or decrease) rate,%		Additional growth (or decrease) rate,%		An additional increase of 1% The absolute essence of (or decrease), billion soums	
		Base	Chai ned	Base	Chaine d	Base	Chained	$[y_i - y_{i-1}] / [(Y_i/Y_{i-1}) \times 100] - 100$	$(Y_{i+1}) / 100$
		$y_i - y_0$	$y_i - y_{i-1}$	$(Y_i/Y_0) \times 100$	$(Y_i/Y_{i-1}) \times 100$	$[(Y_i/Y_0) \times 100] - 100$	$[(Y_i/Y_{i-1}) \times 100] - 100$		
20 10	5458 4,073								
20 11	5796 8,285	3384, 2124	3384, 2125	106,2	106,2	6,2	6,2	545,840729	545,8 40729
20 12	6214 2,002	7557, 9289	4173, 7165	113,8	107,2	13,8	7,2	579,682854	579,6 82854
20 13	6624 3,374	1165 9,301	4101, 3722	121,4	106,6	21,4	6,6	621,420019	621,4 20019
20 14	7041 6,707	1583 2,634	4173, 3325	129,0	106,3	29,0	6,3	662,433741	662,4 33741
20 15	7471 2,126	2012 8,053	4295, 4191	136,9	106,1	36,9	6,1	704,167066	704,1 67066
20 16	7941 8,99	2483 4,917	4706, 8639	145,5	106,3	45,5	6,3	747,121257	747,1 21257
20 17	8021 3,18	2562 9,107	794,1 899	147,0	101,0	47,0	1,0	794,189896	794,1 89896
20 18	8037 3,606	2578 9,533	160,4 264	147,2	100,2	47,2	0,2	802,131795	802,1 31795
20 19	8302 5,935	2844 1,862	2652, 329	152,1	103,3	52,1	3,3	803,736059	803,7 36059
20 20	8526 7,635	3068 3,562	2241, 7002	156,2	102,7	56,2	2,7	830,259349	830,2 59349
20 21	8833 7,27	3375 3,197	3069, 6349	161,8	103,6	61,8	3,6	852,676351	852,6 76351

Source: Based on the information of State statistics committee of the Republic of Uzbekistan

In 2021, the gross output of farms in the Republic of Uzbekistan will reach 88,337.27 billion soum or increased by 33753.197 billion soum or 61.8% compared to 2010. (Table 2)

DISCUSSION

The provision of statistical data in the form of dynamic series on farms is an internationally recognized tradition, providing useful information in terms of forecasting real changes in data due to periodic, seasonal and irregular events, as well as other types of analysis.

“During the years of independence, great attention has been paid to increasing the volume of agricultural production, which is the mainstay of food security in our country. Therefore, extensive coverage on optimization of the composition of crop areas, introduction of new and advanced technologies in the production of products, expansion of the park of high-yield and effective techniques, improvement of crop varieties and livestock breeding, radical improvement of seed-selection works has been carried out, at the same time, thorough thought-out work has been carried out” [5, p. 2].

There are certain conditions for the formation of data in time series: methodological compatibility over time, seasonal corrections on high-frequency data, the use of the necessary methods of deflation.

In this article we will study the quantitative assessment of the dynamics of the efficiency of farms in the Republic of Uzbekistan. At the beginning we will answer a question that interests many people. Why is it necessary use quantitative assessment of the dynamics of the farms efficiency in the Republic of Uzbekistan? First, to study the dynamics of the efficiency of farms in the Republic of Uzbekistan over time. For example, in 2021, the gross output of farms in the Republic of Uzbekistan will reach 88,337.27 billion soums. soums or increased by 33753.197 billion soums or 61.8% compared to 2010. Outwardly, this is an excellent result. However, we do not know whether this will be more or less in 2021 and beyond. To answer such question, or to answer the question of what the average annual change is at some stage of development, an analytical indicator is calculated. Second, to assess current trends and seasonality levels. Third, to forecast data of activity. Fourth, failure to make timely statistical assessments of events and processes, and failure to make important and fateful decisions about the socio-economic activities of the company, region, or even the state in question, can lead to bankruptcy in a highly competitive environment. Sixth, and most importantly, it is well known that foreign investment does not invest without ensuring the sustainable development of the company, the region and the country.

CONCLUSION

There are also factors that adversely affect the quantitative assessment of the dynamics of farm performance in the Republic of Uzbekistan, and reducing or eliminating their impact will increase their further development. It is expedient to carry out the following work on quantitative assessment of the dynamics of the efficiency of farms of the Republic of Uzbekistan;

- use of modern statistical methods and tools for the collection, processing, grouping, statistical analysis, distribution and storage of statistical data on farms and the widespread introduction of the national statistical system in them;
- in case of detection of irregularities in the provision of statistical data on certain problems in the development of the system of economic relations on farms, to instruct on their elimination and make appropriate corrections to the statistical data;

On the preparation of dynamics series of data obtained on the farm:

- creation of dynamic series of discrete indicators for the longest period of time according to the data received on farms;
- introduce a method of seasonal adjustment of annual discrete data on the basis of key indicators, based on the nature of the network, by changing the questionnaires to collect discrete data on factors affecting the efficiency of farms;
- improving existing indices and deflation methods to quantify the efficiency of farms;
- development of programs that provide a broad explanation of using indicators of the analysis of the dynamics obtained data on farms by region.

In brief, one of the main sectors of the country's GDP is agriculture, forestry and fisheries. In the agricultural, forestry and fisheries sectors, farms are the main raw material base suppliers for the industrial sector. In its structure, the agricultural and livestock sector also differs radically from other industries with its added value, its role in meeting the needs of the population and its high level of production capacity. Farms are the main and leading economic category of material production, the development of which leads to the sustainable development of the national economy.

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IMPROVING MONETARY POLICY ON THE BASIS OF THE MAIN SCRIPT OF MACROECONOMIC DEVELOPMENT IN THE REPUBLIC OF UZBEKISTAN

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ABSTRACT

The article describes the issues of improving monetary policy in the Republic of Uzbekistan on the basis of the main scenario of macroeconomic development. In particular, the conclusions, recommendations and recommendations on improving the efficiency of the monetary policy transmission mechanism of the Central Bank were made.

KEYWORDS: *Central Bank, Macroeconomic Development, Monetary Policy, Interest Rates, Foreign Exchange Market, Money Transactions, Instruments.*

INTRODUCTION

The purpose of the economic reforms carried out in the Republic today – according to the scenario of macroeconomic development, the situation in the world and in our country related to the pandemic is stabilized and the active continuation of vaccination work against the population of coronavirus is linked. To achieve this, it is important to implement a stable monetary policy, that is, to achieve the stability of the national currency directly. The main goal of the central bank is to maintain price stability in the country by ensuring the stability of the national currency.

In accordance with the Decree of the President of the Republic of Uzbekistan dated April 3, 2020 No F PF-5978 "On additional measures to support the population, industries and businesses during the coronavirus pandemic", loans to commercial banks of legal entities and individuals until October 1, 2020 19.6 trillion soums were postponed [1, 12.p]. This situation deepens the problem of unbalanced liquidity in banks. The main reason for this is, first of all, the fact that loans have a very high share in the assets of commercial banks in Uzbekistan. The deepening of market reforms in the Republic of Uzbekistan raises pressing issues related to the formation, placement and effective management of resources of commercial banks. Today, the management of the resources of commercial banks will help increase the volume of competitive export-oriented goods and services in the country, ensure the liquidity of banks and increase the stability of the national currency, strengthen public confidence in the banking system.

During the years of independence, a perfect two-tier banking system has been established and developed in the country, significant changes have taken place in the types and services of banks, and interaction with foreign banks has been established and improved. However, in the context

of modernization of the economy of the republic, important issues related to the rational use of financial resources in banks remain relevant.

Today's demand would be reasonable if the Central Bank sees its main goal as curbing inflation but not the exchange rate. This is because since the beginning of 2021, the soum has depreciated by 6.8% against the dollar, because supply has decreased and demand has increased at the same time.

Measures for macroeconomic reforms in the Republic of Uzbekistan for 2022-2023 have been identified. This will help mitigate the negative effects of external shocks on the economy in the medium and long term. External shocks show the impact on macroeconomic indicators set for the current year.

LITERATURE ANALYSIS AND METHODS

On the basis of the main scenario of macroeconomic development in the Republic of Uzbekistan, the research of foreign and domestic economists on improving monetary policy has been scientifically studied and put into practice.

Authors O.K.Rashidov, I.R.Toymuhamedov, I.I.Alimov, R.R. Tadjievapprove, "The monetary policy of the Central Bank is an integral part of the regulation of general economic infrastructure, maintaining a high level of market conditions, the impact on employment, the prevention of crisis revenues.

Thus, monetary policy is a set of measures aimed at changing the amount of money in circulation, the volume of bank loans, interest rates, exchange rates, the balance of payments and, in turn, the state of the country's economy. [6, p. 242].

Proposal of economist Sh. Z. Abdullaeva is "The Central Bank pursues the economic policy of the state, more precisely, the monetary policy of the state. The central bank's zero-credit policy is part of the government's economic policy, which includes measures to change the money supply, credit volume, interest rates and other indicators of money supply and the credit market. [4, p. 181].

According to the view of russian economist, prof. A.S. Selishev, "Monetary (monetary) policy (DCP) is a combination of goals and means (instruments) by which its bearer (usually the central bank of a country), through the regulation of money supply, as well as (indirect) demand for money and credit, seeks to achieve the goals of general economic policy". [3, p. 186].

Authors I.R.Toymuhamedov, R.R. Tojiev, A.A. Azlarova, N.R. Bazarova, N.G. Sattarova mentioned, "Central banks accumulate the country's foreign exchange reserves, which are used to conduct international settlements, to cover the current account deficit and to ensure the stability of the national currency." The main goal of monetary policy is to ensure the stability of the national currency, reduce inflation based on reasonable exchange rate and interest rates, increase the efficiency of credit and ensure sustainable economic growth "[2, p. 231]

Author H.Z. Astanovwrote, "the practice of using the traditional instruments of the Central Bank is crucial for the implementation of monetary policy. Not only in the developed industrial countries (the United States, Japan, Germany, France, the United Kingdom, Italy and Canada), but also in countries with transition economy, the use of traditional monetary instruments is a key tool for monetary policy. " [3, p. 47].

Today, there is a growing demand for a method of quantitative assessment the dynamics of the effectivity monetary policy of the Central Bank of the Republic of Uzbekistan. This is important for improving monetary policy in the Republic of Uzbekistan on the basis of the main scenario of macroeconomic development. [5]

This, of course, will help to improve the quality of research and, through it, to identify problems that hinder the development of monetary policy and make suggestions and recommendations for its solution.

RESULTS

Due to the introduction of strict quarantine restrictions on the world economy in 2020 in the context of the coronavirus pandemic, our country has experienced disruptions in the supply chain of economic activity and the easing of monetary and fiscal policies.

The relative stabilization of the situation with the coronavirus pandemic in the Republic of Uzbekistan in 2021, the increase in the level of adaptation of economic entities to the pandemic as a result of softening of quarantine measures, contributes to the pre-pandemic level of aggregate demand.

Against the background of persistence of supply chain disruptions in our country due to changes in global climate conditions, the slow recovery of aggregate supply relative to demand has led to the acceleration of inflation in the world.

Since the fourth quarter of 2020 in the Republic of Uzbekistan, a significant increase in prices of basic food products and energy resources from the beginning of 2021 has created an opportunity for the formation of inflation higher than the target figure.

It should be noted that the uncertainty about the future changes in external and internal economic conditions in the economy of our country is still high. Therefore, the forecast of medium-term macroeconomic development in the country has developed the main and alternative scenarios, taking into account the scale and duration of the impact of external and internal factors.

Today, the formation of scenarios is based on changes in external economic conditions, as well as forecasts of international financial institutions on the prices of major export goods in the world economy, the possible trends in domestic economic conditions of the situation in trading partner countries.

Under this scenario, economic activity will accelerate at a high rate, and investment and consumer demand will be fully offset to pre-pandemic levels.

In 2022, the gross domestic product of the Republic of Uzbekistan will increase to its potential level, the real economic growth rate will be 5.5-6.5% and is projected to be around 6% in 2023-2024.

This scenario includes private domestic and foreign investment as well as structural reforms in various sectors of the economy as an important driver of economic growth.

The task of ensuring macroeconomic stability in the country will be carried out on the basis of the beginning of gradual fiscal consolidation from 2022, and as a result, the ratio of fiscal deficit to GDP is expected to form 2.0-3.0% in 2023-2024.

“In 2021, Uzbekistan, like all countries, will continue to provide fiscal stimulus to the economy in order to overcome the negative consequences of the pandemic.

According to preliminary estimates, the ratio of the consolidated budget deficit to GDP in 2021 is expected to be 5.8%, while the state budget deficit will be 3.3% of GDP.

Based on the above factors, depending on the degree of liberalization of regulated prices, inflation is projected to reach 8-9% in 2022 and 5% in 2023-2024.

An alternative scenario of macroeconomic development is based on the assumption that economic activity will decline as a result of unfavorable external conditions, as the situation with the pandemic in the world remains tense.

In the fourth quarter of 2021, inflation in Russia, Kazakhstan and Turkey, our main trading partners, was higher than the target, while inflation in China continued to slow again after growth in November. In order to reduce inflation in October-December 2021, almost all trading partner countries have tightened monetary policy, looking towards raising key interest rates.

TABLE 1. MONETARY POLICY IN MAJOR TRADING PARTNER COUNTRIES AND INFLATION RATE, IN PERCENT

States	Inflation targets	Inflation rate (December)	Central bank base rate												
			I	II	III	IV	V	VI	VI I	VI II	IX	X	XI	XI I	Annual change
Russia	4	8,4	4,25	4,25	4,50	5,00	5,00	5,50	6,50	6,50	6,75	7,50	7,50	8,50	4,25
Kazakhstan	4-6	8,4	9,00	9,00	9,00	9,00	9,00	9,00	9,25	9,25	9,50	9,75	9,75	9,75	0,75
Kyrgyzstan	5-7	12,3 (November)	5,00	5,50	5,50	6,50	6,50	6,50	7,50	7,50	7,50	7,50	8,00	8,00	3,00
Turkey	5±2	36,1	17,00	17,00	19,00	19,00	19,00	19,00	19,00	19,00	18,00	16,00	15,00	14,00	- 3,00
Ukraine	5±1	10	6,00	6,00	6,50	7,50	7,50	7,50	8,00	8,00	8,50	8,50	8,50	9,00	3,00
Armenia	4±1,5	7,7	5,25	5,50	5,50	5,50	6,00	6,50	6,50	7,00	7,25	7,25	7,25	7,25	2,50
Georgia	3	13,9	8,00	8,00	8,50	9,50	9,50	9,50	9,50	10,00	10,00	10,00	10,00	10,50	2,50
Belarus	5	9,97	7,75	7,75	7,75	8,50	8,50	8,50	9,25	9,25	9,25	9,25	9,25	9,25	1,50

Source: The official website of the central banks of these countries

In 2021, the Central Bank of Russia will raise the base rate by 4.25 percentage points (1.75% in the fourth quarter), the central banks of Kyrgyzstan and Ukraine by 3% (0.5% in the fourth quarter), Georgia and Armenia by 2.5% (IV), Belarus increased by 1.5 percentage points in the quarter, while other countries also took measures to tighten monetary conditions (Table 1).

DISCUSSION

Today, there is no shortage of cash dollars or euros in our country. Commercial banks have been ensuring the availability of cash foreign currency in the domestic market. Existing cash foreign

exchange reserves can fully meet the demand for an average of 3-4 months of cash exchange operations.

In the early stages of the pandemic in 2020, it was difficult for commercial banks to independently bring foreign currency in cash due to restrictions imposed by most countries on air travel. In this case, the process of bringing foreign currency in cash by the Central Bank was organized in a centralized manner and provided to commercial banks. In the event of future shortages, of course, the necessary measures will be taken to bring cash in a centralized manner.

In accordance with Article 22 of the law of the Republic of Uzbekistan "on currency regulation", the withdrawal of cash foreign currency from the Republic of Uzbekistan for physical persons amounted to 100 million soums. it is forbidden for legal entities to withdraw cash foreign currency from the territory of the country, provided that it can be made in the amount not exceeding the sum equivalent. This requirement also applies to nonresidents.

CONCLUSION

In summary, one of the main tasks of the Central Bank in the coming years is to further improve the operational mechanism, implement the next stage of reforms in the domestic foreign exchange market, accelerate the development of analytical and forecasting capacity and increase the efficiency of the monetary policy transmission mechanism.

The task of further increasing the efficiency of the transmission mechanism in the country is related to the accelerated development of the financial market, in particular, the government securities market, the expansion of private capital markets and the development of non-bank financial intermediation institutions in the economy.

Today, the topical issue that needs special attention is the elimination of long-term stable factors of inflation. This requires the development of competition in the consumer market, a sharp increase in production of consumer goods, further reduction of the concentration of imports of goods, the development of trade and service infrastructure in the regions.

In particular, the successful implementation of structural reforms will allow for the gradual transition of monetary conditions to neutral conditions after inflation has reached the target level. For the further development of the country's economy, it is expedient to work on the liberalization of medium-term capital inflows, the creation of favorable conditions for attracting local and foreign investors, the acceleration of reforms to improve financial markets.

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INTEGRATIVE TEACHING AS AN IMPORTANT PART OF TEACHING THE LANGUAGE

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ABSTRACT

In this article the importance of integrative approach in general education is based on both theoretical and practical implications. Teaching in an integrated approach is emerging as an opportunity for progress in schools as one of the most up-to-date models linking the learning content of several disciplines. With the increasing need for interdisciplinary approaches to meet scientific, economic and social demands in various fields, it has been suggested that there is a need to understand the meaning of dynamic and functional unity between different disciplines. The author demonstrates that the positive effects of using an integrative approach have a positive impact not only on the development of students' knowledge but also on their teachers.

KEYWORDS: *Learning Technologies, Social Demand, Integrative Approach, Education, Interdisciplinary, Represent, Speaking, Scientific, Functional Unity, Technological.*

INTRODUCTION

Systematic support of interdisciplinary interconnection, its content, structure and functions, other objects of the system (educational process, educational activities, etc.) requires a joint disclosure of the relationship with. In the formation of students' linguistic competencies in English and mother tongue classes, students' speech is related to the field. Enriching with words and terms, preparing for communicative activities, teaching speech skills based on professional needs, accuracy, precision, logic, intended Problems such as goal obedience are important in preparing for selected specialty speech activities places. Integrated learning technologies are unique in all areas of modern life, while innovations in education are beginning to change all the rest. This can be understood as a mysterious phenomenon that can bring about great changes in all areas of education. The latest scientific and technical advances in all areas of life and work in society today call for the need for sustainable and quality change to address all the problems and contribute to the development and development of society. From a social, economic, technological and cultural standpoint, it is necessary to introduce innovative technologies because it represents a good model for improving the modern way of life. Speaking of updated social development opportunities, we must pay particular attention to education development, because the acquired knowledge is the only reliable source of support for this development.

Knowledge, understanding, processes, attitudes, interests, and the like should be studied as integrated individual elements that reflect the most pressing issues and challenges of today's globalized world. As the need for interdisciplinary approaches to meet the scientific, economic

and social demands of various fields grows, it is important to understand the meaning of dynamic and functional unity between different disciplines [1].

For this reason, teaching as an integrative approach is seen as an opportunity to advance the message as one of the newest models linking the learning content of several disciplines. Integrative education as its basis embodies the idea of the integrity, structure and commonality of the relationship between the student and the reality in life. This type of education treats the world as a whole, and learns it that way. Collaborative activities and content contribute to full, valuable and useful knowledge. Integrative learning is a process that combines individual elements, interconnected, and integrated into one; So they have a whole new meaning. It creates knowledge that can be viewed from a different perspective, that is, functional knowledge. The famous Czech educator and creator of the science education system, Yan Amos Komensky, has made it clear that subject teaching can lead to excessive fragmentation of learning content.

As a result, he recommended grouping the learning materials into natural and logical lessons that could be developed within specific topics [2]. The Komensky's idea was not practical, so integrated teaching was then used as a model. Theoretical Foundations of Integrative Approach Teaching The theory of Gestalt (German-gestalt-image, form), according to which organizational and integrity are the most important features of a person's mental processes and behaviors. It is important to understand the whole relationship, to understand each part, and to understand them in the form of segments that are connected together [3].

The concept of integration can be interpreted as the interconnection of individual elements and the interdependence of individual elements. Given this interpretation of the concept of integration, an integrative learning approach can be considered as education based on a combination of interdependent components and activities that contribute to a purposeful and comprehensive learning. Only this method of learning can be applied to reality. The current concept of learning includes disciplines that combine individual elements with which students gain deep knowledge.

1. The speech environment for communication in the native language and English is drastically different. There is almost no environment for the student to communicate in English outside of class. There is always a natural environment for the mother tongue.
2. The mother tongue is absorbed into a person's daily activities. There is no such opportunity for English. In order to develop students' linguistic competencies in English lessons, it is necessary to create 'critical' situations.
3. The human child perceives the environment with the help of the native language and communicates with people. Parties are studied; thoughts explain and understand in a foreign language take in practical goal status.

With the emphasis on interdisciplinary teaching of modern education, the positive effects of integrated learning in school practice will be achieved:

1. Develops students' sensitivity to problems;
 2. Learners' ability to see problems in themselves will be enhanced;
 3. The student develops the ability to analyze and synthesize evidence he or she knows;
 4. Develops creative, unconventional thinking of students;
-

5. They have the ability to think critically;
6. The learner can differentiate between the subject and the subject;
7. Students will understand that the opinions of one expert are not the final.

The positive effects of using an integrative approach will have a positive impact not only on the development of students' knowledge but also on their teachers. This will enable them to use more intensive research and modern teaching resources. Learning how to integrate learning resources is not just about using a single textbook, but students are exploring different possibilities in searching for sources [4]. For example, if we encourage students to work in the school library, we can ensure that they can work independently in groups and work on classroom assignments, in Mother tongue, second language and English are practiced in general secondary school. Although (communicative), educational, developing and professional values are, these criteria of following functions (quantity and quality indicators) Every language is. Different. For example, Practical, general, educational, professional and developmental goals are achieved in the same way. One of the integrated approaches to learning can be computer-based. These are project presentations, readings and writing. Integrative training also includes extracurricular activities. These are well-planned and well-organized excursions and an active research process for specific activities. One of the integrative approaches to teaching is to work in small groups, which often combines both traditional and individual methods of working with students in a common task.

The learner understands the mother tongue without difficulty and acquires it in a practical way. In order to accelerate (intensify) and facilitate (optimize) the acquisition of practical skills and competencies in language learning (basic theoretical knowledge) In the process of learning, speech becomes the primary task. In this respect, relationships are reflected in each other's help and explanation. The following is an example of an integrated lesson plan in the 6th grade of high school.

Subject: Do you like fairy tales.

Class: -6

Objectives: To identify the main features of fairy tales; enable students to learn and find information on their own.

Teaching Methods: Dialogue, Demonstration, Textual, Listening, Writing, and Practical Methods. Forms of training: individual, group. Textbook: handouts in the following subjects: English, native language, music.

Teaching aids: musical instruments, computers.

Preparing for work: 1. the task that students need to do is find and read texts about textbooks, encyclopedias, children's publications or other sources. 2. Divide students into groups. Activities: A short discussion about expressive reading and impressions.

The baby was sleeping under a tree and his mother was cooking food. The mosquito was sitting on the baby's arm. He took a small bite. "How delicious!" cried the mosquito, "this is what the king wants!" And he flew away quickly to take the good news to the snake. He did not see that a swallow was flying after him. After some time the mosquito came to the large tree where the snake was having a rest. "Oh, my King," he said, "I tasted all the animals in the world. I know which is the sweetest meat of all. It's the meat of" [5]

2. Group work of students. Students are divided into five groups according to their personal interests: 1) English language group - engaged in the analysis of fairy tales; 2) Native language group - engaged in completing worksheets with questions about the main features of fairy tales; 3) Music Group - producing rhymes and playing musical instruments; 5) Art Group - imaging the device from the fairy tale they like.

3. Students work in groups and then change their work in groups. A teacher walks around the students, explains what they don't understand, helps them and motivates them. 4. Group members prepare their own reports to reinforce the lesson, and each group leader selected by the teachers reports on their work. Tasks for Groups by Teacher: English Group 1. Read the fairy tale carefully. 2. Find the unknown words in the fairy tale and find out the meaning of the dictionary.

3. Name a fairy tale. 4. Pick a piece from your favorite fairy tale and read it. Explain why you chose the exact part. 5. Agree or disagree. 1) Fairy tales are boring. 2) All fairy tales have a happy end. 3) Fairy tales are for only small children. 4) There are only good characters in fairy tales. 5) Fairy tales teach us many clever things.

Then explain how you describe these expressions. What for?

To sum up, integrative education prepares students for the rapidly evolving modern world. Through this training, students not only acquire knowledge on specific topics, but also develop mental, physical, emotional and social skills. The importance of integrated learning is to create effective interdisciplinary links; understand the importance of a holistic learning approach to learning material;

Provide system knowledge and encourage teamwork.

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HEALING PROPERTIES OF PUMPKIN

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ABSTRACT

This article provides the latest data on the preparation of effective remedies against many diseases of digestion, urinary incontinence, endocrine, circulatory systems based on the healing properties of pumpkin.

KEYWORDS: *Pumpkin fruits and seeds, at her sclerotic, gastrointestinal tract, gout, kidneys, gout, fight against skin wrinkles, strengthen immunity, improve blood circulation, improve the nervous system, growth retardation, rickets, cardiovascular diseases, gastritis, bile stone disease, helminthic worm.*

INTRODUCTION

Today, the population of the world suffers from various diseases caused by various diseases in the body, such as the prevention of diseases using various chemical drugs, the development of new diseases and illnesses during treatment, or passive immunity. Drawing the right conclusions from such cases requires the widespread use of natural remedies with less use of chemicals in the treatment of diseases. Of course, most of these remedies are derived from green plants. One such plant is the pumpkin plant and its fruit, which has beneficial properties. This is because food supplements made from the fruits and seeds of this plant are an effective tool in the treatment of many diseases of the digestive, digestive, endocrine, circulatory and musculoskeletal systems [1].

The main parts

Pumpkin (*Cucurbita pepo* var. *Ratisoniana*) belongs to the family of squash-(*Cucurbitaceae*). Pumpkin seeds - (*Semina Cucurbitae*). Pumpkin is a plant whose annual stem reaches 4-5 m in length. The stem is angular, coarsely hairy, hanging with the help of curls. The leaf is very large, heart-shaped, deeply five-lobed, coarsely hairy, and arranged in a row using a long band at the base. The flowers are yellow, fragrant, unisexual, the male flowers are clustered in the leafaxils, and the female flowers are solitary. The inflorescence is five-lobed, the inflorescence is five-lobed. Paternity 5, maternal node 3-room, located below. The fruit is large, multi-seeded, juicy and juicy, wet fruit of different colors and shapes. The seeds are white or yellow, flat elliptical. It blooms from June and ripens in August-October.

Pumpkin is one of the most useful vegetables, which contains a lot of micro- and macronutrients. β -carotene is a leader among pumpkin-based drugs, and pumpkin is also rich in vitamins C, E, V1, V2, RR. Pumpkin seeds contain up to 50% fat, vitamins C and V1, organic acids, carotenoids and other substances. The fleshy part of the fruit (4-11%) contains carbohydrates, up to 16 mg of vitamins C, V1 and V2, carotenoids, nicotinic acid and other compounds [2].

On an industrial scale, large amounts of carotene are obtained from red carrots (containing up to 20 mg of carotene) and fresh orange varieties of pumpkin (meat contains 16 mg of carotene) [3].

Pumpkin is rich in potassium, calcium, iron, magnesium, copper, zinc, cobalt, silicon and fluorine. Due to the presence of glycolic and lactic acids from α -hydroxy acids in pumpkin fruit, it rejuvenates the skin by removing dead cells and giving it a healthy shine. Pumpkin contains β -carotene and vitamin A, which help fight wrinkles. Vitamin R, on the other hand, prevents blemishes and contributes to skin regeneration. Vitamin C in pumpkin boosts immunity, and vitamin B improves blood circulation. The trace element potassium, in turn, has a positive effect on hair health [4].

Pumpkin is rich in vitamins, trace elements, potassium, iron, calcium, magnesium, so it can help in medicine to calm the nerves, prevent stunting, rickets, cardiovascular disease. The flesh of the pumpkin is extremely rich in alkaline substances. Therefore, it can be recommended to patients with high acid gastritis. Pumpkin is also used in the treatment of constipation, varicose veins, atherosclerosis, diabetes, gout, gallstones. Pumpkin fruit has a diuretic effect. It is also used in the treatment of liver and kidney diseases from the soft part of the skin, as it has the property of accelerating the excretion of chlorine salts from the body. Doctors recommend it to pregnant women to improve heart, kidney function, eliminate tumors. An oily solution of carotene derived from pumpkin fruit is used in the treatment of some chronic skin diseases (eczema, hard-to-heal wounds), purulent wounds, burns and colds, as well as damaged mucous membranes [5].

Abu Ali ibn Sina used a decoction of pumpkin fruit to treat chest and ear pain and cough. He ordered the pumpkins buried in the snow to be mixed with sugar and consumed to soften the stomach. Fruit juice (for brain tumors, inflammation of the brain) has been used to treat brain diseases and sore throats. Pumpkin cooked in water or in the snow is used in folk medicine for the treatment of jaundice (hepatitis) and other diseases of the liver, gallbladder, as well as a diuretic in kidney disease. Pumpkin cooked in the snow is mixed with sugar and given for consumption as an anti-constipation surge. In cases of iron deficiency, eczema and burns, the skin is rubbed with pumpkin fruit to treat the damaged areas of the skin [6].

Pumpkin seeds are among the three products with the highest zinc content. Its 100 grams contain 10-40 mg of zinc. Zinc not only synthesizes testosterone, but also prevents it from being converted to estrogen. Zinc in combination with lignan, which is part of pumpkin seeds, can prevent the development of prostate adenoma [7].

Zinc in pumpkin seeds also helps prevent esophageal cancer. American scientists have found that the same dose of zinc has a negative effect on cancer cells, but does not harm the rest of the body's cells. Researchers attribute this phenomenon to a special link between zinc and calcium. The nature of this relationship has not yet been determined, but zinc has been found to respond to calcium signals sent from cancer cells [8,9].

TABLE 1: SUBSTANCES CONTAINED IN THE PUMPKIN PLANT AND THEIR HEALING PROPERTIES

№	Substances	Percent	Healing properties and importance
1	Sodium and potassium	0,5	Ensuring metabolism
2	Zinc	3	Treat infertility by increasing sperm cell activity
3	Iron	10	Prevention of anemia
4	Potassium, copper		In the formation of blood
5	Toxic substances	1	Paralyzes the vomit
6	Pectin	1	In the treatment of inflammatory bowel disease
7	Holisterin	0	In the treatment of atherosclerosis, hypertension
8	Carotene	1	Treats skin and mucous membranes
9	Water	80	In diseases of salt metabolism and kidney stones
10	Protein	28	In metabolism and energetic
11	Oil (in seeds)	50	In metabolism and energetic
12	Sugar	4-11	In metabolism and energetic
13	Dry substances	15-18	In metabolism and energetic
14	Vitamins	20-30	In the treatment of avitaminosis, hypovitaminosis

Pumpkin oil is used for the treatment and prevention, ie prevention of diseases. In addition, pumpkin fruit improves liver function, prevents the development of colds in prostatitis. Improves blood composition, prevents obesity by clearing the body of cholesterol. It is widely used in medicine and medicine because all the organs of the pumpkin: roots, seeds, fruits, flowers are equally healing. In the cough of people with hot climate, pulmonary tuberculosis is cured in the treatment of sore throats, diseases of the nose and respiratory tract, if consumed from pumpkin juice mixed with rose oil. In addition, pumpkin has antipyretic, diuretic, antipsychotic properties [10-12].

Peel a squash, grate it and squeeze the juice. It is then passed through a dock. Drink half a glass of this juice a day. Patients with kidney and bladder stones are recommended to drink half a glass of pumpkin juice three times a day, three times a day. The course of treatment is 10 days.

CONCLUSION

In addition, our research has shown that spectrophotometric analysis of the antioxidant properties of pumpkin aqueous extracts has high antioxidant activity compared to glyclazides used in pharmaceuticals and medicine, as well as quercetin substances used as BFG in the food industry.

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GEOGRAPHY OF EREMURUS M. BIEB. SPECIES IN THE FLORA OF THE FERGANA VALLEY

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ABSTRACT

The article provides an analysis of the taxonomic and geographical distribution of species of the genus Eremurus m. BIEB in the Fergana Valley. There are 13 species in the Fergana Valley, of which 7 species are found in Uzbekistan.

KEYWORDS: Genus, Eremurus, Soil, Leaves, Shrubs, Rhizomes, Spruce.

INTRODUCTION

The Eremurus family, with about 40-45 species, is widespread in Central and Eastern Asia [1-7]. The southern mountains of Central Asia played an important role in the origin of this series, and according to R.V. Kamelin [9], it is one of the distinctive features of the local flora. In the first volumes of "Flora of Uzbekistan" [20] and "Key to plants of Central Asia" [8], A.I. Vvedensky quoted data as well as with the additions of K. Sh. Tojibayev [10-14] the territory of Uzbekistan, as part of this large area, slightly concentrated 27 species of Eremurus. In the flora of the Fergana Valley studied, 13 species of the genus were found [21]. This figure is 28% of the total number of Eremurus species, and more than 48% of the Uzbek species. Indicates the importance of the species as an area of great importance for the study and conservation of species [15-19].

Materials and methods

Examples of species of the Eremurus family that are distributed in the Fergana Valley - Representatives of this family have seasonal adaptations and distribution throughout the world, especially in the Central Asian region. In the territory of Fergana region of the republic can be found the following plants belonging to the family Eremurus: *Eremurus aitchisonii*, *E. alberti*, *E. altaicus*, *E. kaufmannii*, *E. olgae*, *E. regelii*, *E. robustus*, *E. sogdianus*, *E. tianschanicus*, *E. turkestanicus*, *E. zenaidae*. We will describe each of these plants separately by geography.

Eremurus aitchisonii. In the lower and middle parts of the mountains, fine particles are found on the rocky slopes. Distributed in Samarkand, Surkhandarya, Kashkadarya regions: Zarafshan and Gissar ridges, Cholbayir, Boysun, Kohitang mountains. It is also found in Kyrgyzstan, Tajikistan and Afghanistan. In the lower part of the mountains, small rocks grow on sandy and gravelly slopes. [17-19].

E. alberti. Rooted. It is found among the rocks at the bottom of the mountains. For example steppe shrubs, shibleyak. It can be found along the Fergana Valley and in Kabul and Turkey (up to 2000 m above sea level). Distributed in Kashkadarya and Surkhandarya regions: Bobotag, Sherabad valley, and around Dehkanabad. It is also found in Tajikistan and Afghanistan. It grows in low mountain rocks at an altitude of 900-1200 m above sea level. It grows in sparse pistachio forests of the Southern Pamirs, among ephemeral grasses.

E. altaicus. Rooted. Occurs on rocky, fine-grained slopes at the bottom and top of mountains. Examples: deciduous mesophilic shrubs. It grows in the salt marshes of the steppes from the foothills to the Alps (200-3000 m above sea level). Species distribution in the Altai Krai of Russia, eastern Kazakhstan, Mongolia, Kyrgyzstan, Uzbekistan, Tajikistan; In western China, it is depicted in the foothills of the Altai Mountains: a tributary of the Irtysh that grows along the Uba River. Occurs in Bukhara, Tashkent, Kokand, and Fergana Valley of Uzbekistan [18-21].

E. kaufmannii. Rooted. Occurs on rocky, fine-grained slopes in the middle of hills and mountains, spruce, mountain mesophilic meadows, and steppe meadows.

E. olgae. Rooted. In the lower and middle parts of the mountains, fine-grained soils and fine-grained soils are found on rocky slopes. Examples: spruce, Iranian-Turanian semi-savannah, high mountain semi-savannah, steppe shrubs, tragacanta and thorns, shibeak. In the Pamirs, it was discovered in 1870 by Olga Fedchenko. It is found in northern Afghanistan and in the mountainous regions of Iran at altitudes of 800 to 2,700 meters above sea level. It is still rarely used as an ornamental plant. Occurs in Samarkand, Bukhara, Tashkent and Fergana Valley of Uzbekistan. In the lower and middle parts of the mountains, fine particles are found in the soil, and fine particles are found in the soil-rocky slopes.

E. robustus. Rooted. In the lower and middle parts of the mountains, fine-grained soils and fine-grained soils are found on rocky slopes. Examples: spruce, broad-leaved forests, deciduous mesophilic shrubs. Tashkent, Namangan, Jizzakh, Samarkand, Fergana, Surkhandarya, Kashkadarya regions: all ridges of the Western Tien Shan and Pamir-Alay, also found in Tajikistan, Kazakhstan and Kyrgyzstan. Occasionally, small rocks in the middle of the mountain grow on sandy and rocky slopes.

E. sogdianus* - *sogdianus (Regel) French. Rooted. Occurs on rocky slopes of hills and mountains. Examples: spruce, Iranian-Turanian semi-savannah, Iranian-Turanian friganoids, high mountain semi-savannah, steppe shrubs, shibleyak. It can be found in the lower and middle ridges of the Fergana and Alay ridges.

E. tianschanicus. Rooted. In the middle and upper part of the mountain, fine particles are found on the slopes of the soil, and fine particles on the soil-rocky slopes. Examples, spruce, high mountain semi-savannah, deciduous mesophilic shrubs.

E. turkestanicus. Rooted. Occurs on rocky slopes in the lower and middle parts of the mountain. Examples: spruce, deciduous mesophilic shrubs. It grows in semi-desert, steppe and fruit forests from the foothills of the South-Western Pamirs-Altai (southern slopes of the Gissar ridge) to the middle ridge (2800 m above sea level).

E. zenaidae. Rooted. Occurs on rocky slopes in the lower and middle parts of the mountain. Examples, spruce, high mountain semi-savannah, deciduous mesophilic shrubs.

E. comosus. Rooted. Occurs on rocky slopes in the lower and upper parts of the mountains.

E. fuscus (O. Fedtsch.). Rooted. In the middle and upper parts of the mountains, it is found on the slopes of rocky and fine-grained soils, and on the slopes of gravel-fine-grained soils. Examples: meadows, broad-leaved forests, meadows, mountain mesophilic meadows, deciduous mesophilic shrubs.

E. regelii. Rooted. In the lower and middle parts of the mountains on the slopes of fine-grained soil, fine-grained soilrock. Examples: spruce, deciduous forests, deciduous mesophilic shrubs.

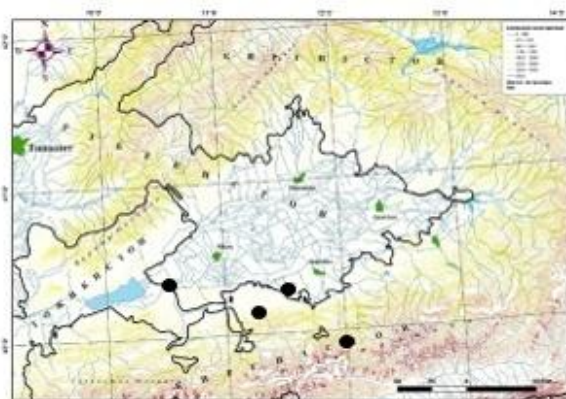


Figure 1. Distribution map of type *E. aitchisonii*

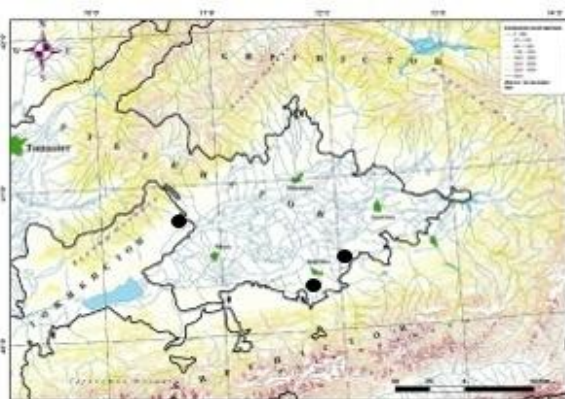


Figure 2. Distribution map of type *E. alberti*

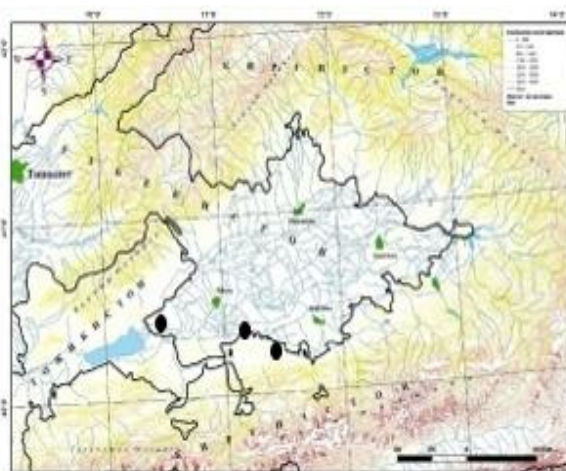


Figure 3. Distribution map of type *E. altaicus*

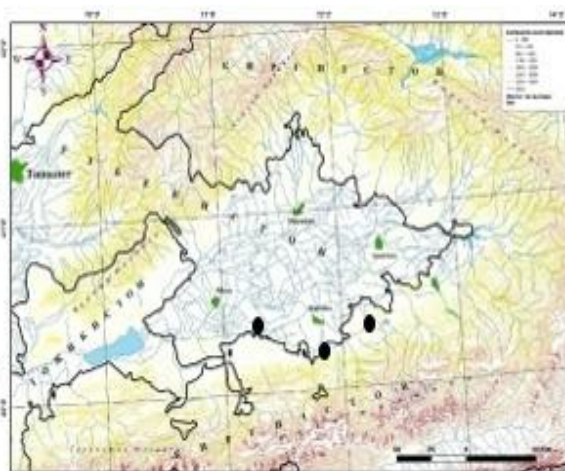


Figure 4. Distribution map of type *E. kaufmannii*

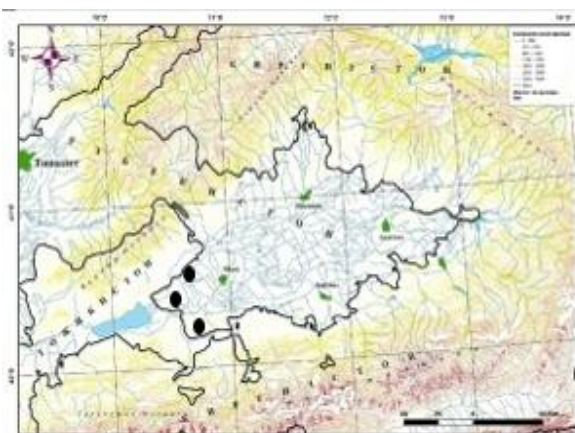


Figure 5. Distribution map of type *E. olgae*

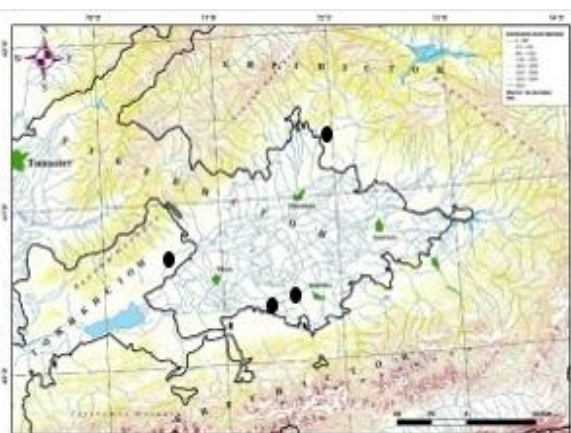


Figure 6. Distribution map of type *E. robustus*

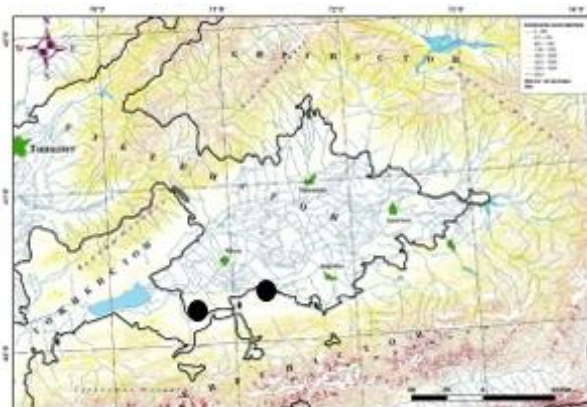


Figure 7. Distribution map of type *E. sogdianus*

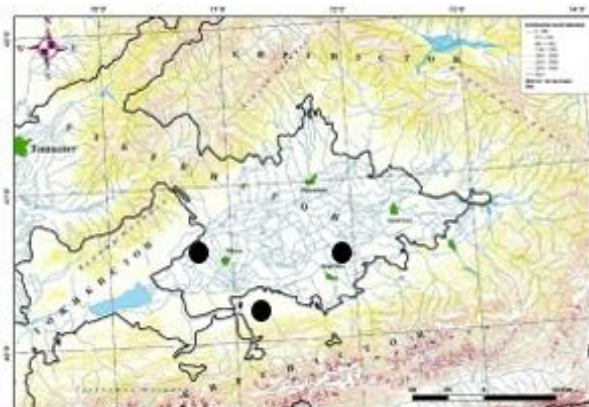


Figure 8. Distribution map of type *E. tianschanicus*

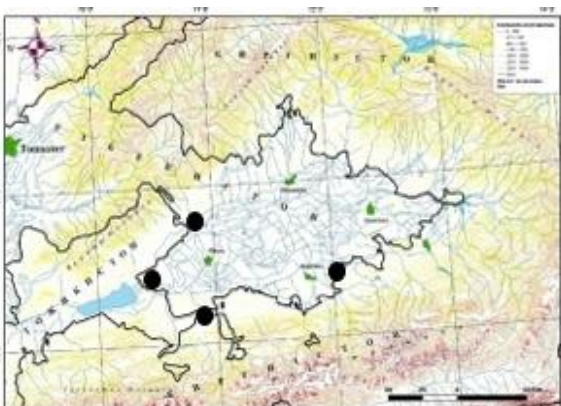


Figure 9. Distribution map of type *E. turkestanicus*

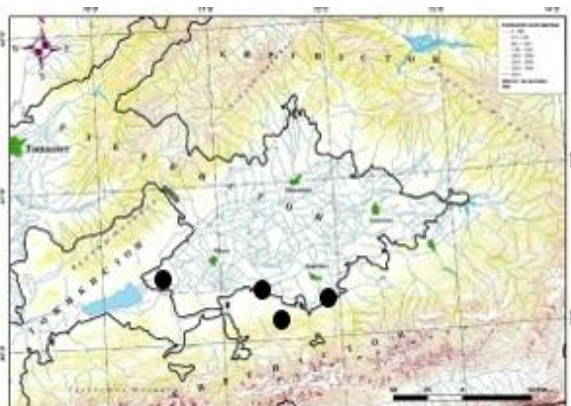


Figure 10. Distribution map of type *E. zenaidae*

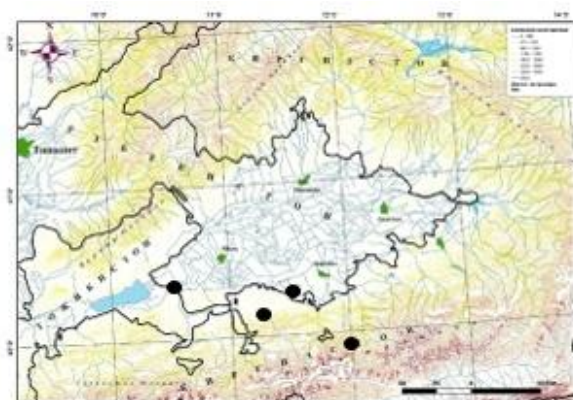


Figure 11. Distribution map of type *E. comosus*

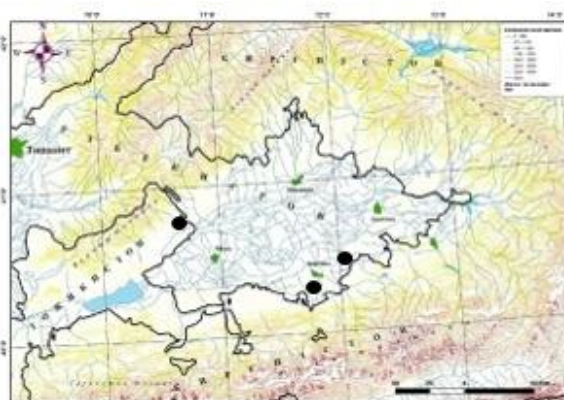


Figure 12. Distribution map of type *E. fuscus*

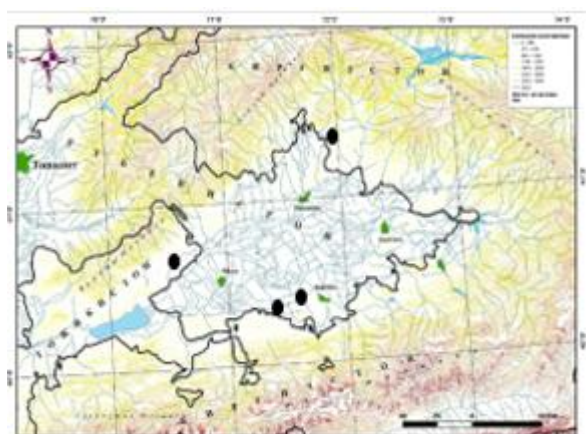


Figure 12. Distribution map of type *E. regelii*

The distribution of species of the *Eremurus* family by botanical and geographical regions in the Fergana Valley is given in the table.

The region rich in species is Arslonbob and East-Alay (10 species), West-Alay (8 species), South-Chatkal, North-Turkestan (7 species), and 1 for the Arashan region.

TABLE 1. DISTRIBUTION OF EREMURUS SPECIES BY BOTANICAL AND GEOGRAPHICAL REGIONS IN THE FERGANA VALLEY

№	Districts Number of species	Turlar nomi
1	Arashon rayoni (1,0)	<i>E. fuscus</i>
2	Chorkesar district (5,0)	<i>E. fuscus</i> , <i>E. tianschanicus</i> , <i>E. sogdianus</i> , <i>E. regelii</i> , <i>E. turkestanicus</i>
3	Mogultog District (3,0)	<i>E. alberti</i> , <i>E. fuscus</i> , <i>E. sogdianus</i> , <i>E. fuscus</i>
4	Qurama (6,0)	<i>E. fuscus</i> , <i>E. regelii</i> , <i>E. robustus</i> , <i>E. sogdianus</i> , <i>E. tianschanicus</i> , <i>E. turkestanicus</i>
5	South - Chatkal district (7,0)	<i>E. altaicus</i> , <i>E. fuscus</i> , <i>E. regelii</i> , <i>E. robustus</i> , <i>E. sogdianus</i> , <i>E. tianschanicus</i> , <i>E. turkestanicus</i>

6	Arslonbob district (10.0)	<i>E. fuscus</i> , <i>E. aitchisonii</i> , <i>E. altaicus</i> , <i>E. olgae</i> , <i>E. regelii</i> , <i>E. robustus</i> , <i>E. sogdianus</i> , <i>E. tianschanicus</i> , <i>E. turkestanicus</i> , <i>E. zenaidae</i>
7	West - Aral region (8.0)	<i>E. kaufmannii</i> , <i>E. fuscus</i> , <i>E. olgae</i> , <i>E. regelii</i> , <i>E. robustus</i> , <i>E. sogdianus</i> , <i>E. tianschanicus</i> , <i>E. turkestanicus</i> ,
8	East - Alay district (10.0)	<i>E. comosus</i> , <i>E. fuscus</i> , <i>E. kaufmannii</i> , <i>E. olgae</i> , <i>E. regelii</i> , <i>E. robustus</i> , <i>E. sogdianus</i> , <i>E. tianschanicus</i> , <i>E. turkestanicus</i> , <i>E. zenaidae</i> , <i>E. robustus</i> ,
9	North Turkestan region (7.0)	<i>E. kaufmannii</i> , <i>E. olgae</i> , <i>E. fuscus</i> , <i>E. regelii</i> , <i>E. turkestanicus</i> , <i>E. sogdianus</i>

Most of these species are native to the Pamir-Alay Mountains (12 species; 92.30%). Round 7 connects both mountain systems.

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TRANSLATING SCIENTIFIC TERMINOLOGY

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ABSTRACT

This article explores the difficulties in translation of scientific terms, particularly scientific terms and terminology related to the chemical industry. Translating terms related to synthetic cannabinoid are in the focus of research study. A key aspect of article is to study structural and semantic peculiarities of the chemical terminology. In addition to this, the article attempts to investigate the difficulties faced in chemical research document translation. The author reveals regularities in formation and operation of English chemical terminology both in English and Uzbek languages. It will make a contribution to further development of terminology, and to the process of the study and systematization of the professional knowledge of chemical translators.

KEYWORDS: *Scientific Terminology, Method And Principle Of Term Formation, Chemical Translation, Chemical Terminology, Analysis Of Synthetic Cannabinoid Receptor Agonists, Classical Cannabinoids, Organic Solvent, Active Compound, Methanol, Ethanol, Acetonitrile, Syntheses Of Aminoalkylindole*

INTRODUCTION

THE METHODS OF RESEARCH

The methods of research cover the ways of translation through such as descriptive method of translation, transliteration and some important points of transformations in the process of translation.

It is essential to highlight that Uzbekistan is a country in whose area development of science and culture has begun since ancient times. In particular, there were broadly developed such sciences as chemistry, astronomy, mathematics, medicine, history, philosophy, linguistics, literature, and, pottery, etc. We have the right to say with great pride that our science goes back to very ancient times, has indeed deep roots. Throughout the centuries it reliably serves to the Uzbek nation, to all mankind in knowledge of secrets of the nature, chemistry, medicine, philosophy, algebra, literary and linguistics. Currently, scientists of Uzbekistan's are actively exploring scientific heritage left by ancient scholars, enrich science with their new discoveries and research work, and of course, making a significant contribution to world science. [1]

Chemical industry of the Republic of Uzbekistan includes enterprises, producing mineral fertilisers, chemical plant protection agents, chemical fibres and threads, polymeric items and other products

The ongoing large-scale reforms have a profound effect on the chemical industry in Uzbekistan. However, the systemic problems in the industry that have accumulated over the years still await

their solution. Hence, industrial enterprises for the production of mineral fertilizers found themselves in a complicated financial situation. In this connection, Uzkimyosanoat JSC was instructed jointly with the relevant ministries and departments to develop a program of concrete measures to reduce the cost of production of chemical products and increase its competitiveness in 2020-2022. [2]

The development of education programs on various profiles of chemistry in higher education institutions also demands their unification as there are quite often problems in the interpretation of various Uzbek-language and English-language chemical terms. Dictionaries, especially in which English equivalents are given along with their Uzbek terms, play a significant part in the solution of these problems. However, we found that there is a great lack of explanatory dictionaries [3]

It should be pointed out that this article represents a theoretical value for those willing to take up their future carrier in the field of translations as invaluable reference to the methods and the ways of translation of scientific documents. Theoretical value of the research work is concluded in that it reveals regularities in formation and operation of English chemical terminology. It will make a certain contribution to further development of terminology, and to the process of the study and systematization of the professional knowledge in chemistry industry. [4]

MAIN PART

Chemical terminology is one of the most complex and challenging. The qualitative translation of chemical documents has a number of features, such as translating specific vocabulary, chemical formulas and equations, chemical reactions, accurate presentation of the material in the total absence of emotional elements.

Approaches and methods of translating terms from English were in the focus of research of Juan C. Sager, E. Mantzari, K. Valeontis, M. T. Cabre and Russian researchers E.A. Alekseeva, V.N. Komissarov, M. N. Latu, V. Z. Tarantul.

A considerable amount of literature has been published on formation of the scientific terms. For example, Juan C. Sager claims that there are two types of term formation that can be distinguished in relation to pragmatic circumstances of their creation: primary term formation and secondary term formation. (C. Sager, 2001) Primary creation accompanies the formation of a concept and is monolingual. Secondary term formation occurs when a new term is created for an existing concept. E. Mantzari and K. Valeontis investigated three methods of term formation applied in the English language, such as creating new forms, using existing forms and translingual borrowing. (K. Valeontis and E. Mantzari 2006). Professor Blaise Nkwenti-Azeh supports the idea that the speed of scientific and technological development has given rise to an unprecedented growth of special vocabulary. In his analysis of scientific terminology formation he identifies that terminology is now being created simultaneously in many parts of the world, which leads to an inevitable multiplicity of terms, formed according to different principles, many of them with an equal claim to acceptance and use. [5]

Chemical terminology is the means of communication within the Physical chemistry, Inorganic and Organic chemistry, Agrochemistry, Analytical chemistry, Astrochemistry, Pharmaceutical chemistry and Biochemistry. Subsequently, it is become too obvious that modern chemistry deals with almost all areas of human activity: pharmacology, industry, medicine, agriculture, and ecology.

In recent decades, the interest of translators and interpreters in various branches of science and technology to the problems of specific-sector terminology has dramatically risen, which is explained by growing flow of scientific and technical information and the intensification of science terminology. The latter factor is especially essential for scientific terminology due to adoption in recent years of a large number of new laws and research studies in chemistry sector in the contemporary world.

It is well-known that the dictionary is to assist in promoting basic understanding of the main chemical processes by specialists, to help with planning of researches; publishing and patenting of obtained scientific results. Especially it is important in educational process when forming competences of bachelors, masters, and graduate students. Moreover, it is especially important when students learn chemistry and acquire a complicated scientific language, and when researchers and practices use correct terms. [6]

Majority of chemical terms are derived from Greek and Latin and originated in 300 - 400 B.C. Today, both of these are considered to be dead languages (they are unchanging). Moreover, modern chemical terminology is enriched by borrowings from not only Greek and Latin, but also English, Arabic, French, German languages.

Most terms contain two or three components and can be broken down into parts. The best way to learn chemical terminology is to become familiar with the structure and the most commonly used components. Chemical terms are formed from two or more word parts. There are several major word parts that are used to make chemical terms. A word root is the fundamental part of the word that provides the main meaning for the word. In chemistry a root identifies the longest continuous chain of carbon atoms. They usually are derived from Greek or Latin. Suffixes are word parts attached to the end of a word or word root that alter the meaning of that word root. In chemistry a suffix identifies the main functional group in the molecule. The particular suffix used on a noun often categorizes what the chemical is. An “*ase*” suffix denotes enzymes. An “*ene*” suffix often defines a gas like benzene. “*Oxyl*” is added for hydrogen compounds, hydroxyls. There are suffixes which denote proteins, salts, minerals, radicals.

In 1990, famous translator and linguist V.N. Komissarov published a book, Theory of translation in which he explored five regulatory requirements for translation. Have a close look at them. First it is the equivalence rate of the translation (communicative equivalence of the original and translation texts) The second point is the genre-stylistic norm of translation (the requirement of correspondence of translation of the dominant function, type and stylistic features of the text to which the translation refers) The next point focuses on the norm of translation speech (interaction of rules of norm and language of language); The forth explores the conventional norm of translation (the requirement of maximum proximity of the translation to the original) and last points ends up with the pragmatic norm of translation (the requirement of providing a pragmatic value of translation). Have a close look at the main ways of translating chemical terms.

1. **Transliteration** and **transcription** are often used to translate **eponymic** terms. An eponym is a word derived from the name of a person, whether real or fictional. In medicine the term eponym is generally understood to mean something (like a disease or device in medicine) which has been named after a person. These eponyms are generally understood to honour the discoverer. The most common way is to add an apostrophe ‘s’ to the name of a person. Take an example, **Boltzmann distribution-Boltzmann distribution; Bingel reaction- Bingel’s reaction**

In grammar, this is called a synthetic genitive, possessive type. Take one example of this, the syndrome caused by trisomy is either Down syndrome or Down's syndrome, and not Down's syndrome, because it is named after John Langdon Haydon Down. We consider it appropriate to combine both methods, since in modern translation practice it is customary to transcribe a foreign language lexeme, while retaining certain elements of transliteration. In addition, the transmission of both the form and the sound composition is always conditional and approximate, since the phonetic and graphic systems of the Source Language (SL) and Target Language (TL) are, as a rule, significantly different. A significantly smaller number of non-eponymic English terms in the sphere of chemistry are translated using *transcription and transliteration*. Take an example, *cation- kation; clathrate- klatrat; hadron-adron*

2. Another way to translate chemical terminology is *calque*. This technique is often applied to translating compound terms or term phrases, as well as the word-by-word translation of terminological phrases. For example, *fluoronanotube- fluoronanotrubkasi; nanocell-nanohujayra*; Moreover, syntactically formed terminological units can be translated by the method of *calque*: For example: *biochemical nanodevice- biokimiyo*

3. *Explicatory (descriptive) translation and expansion*. This technique is used for verbalizing new objects, not existing in the target language; For example, *reacclimatization – ilgariyashaganorganizmlarniatrofmuhitgakiritish*. In addition to the above methods of translation of terminology, chemical term can be translated by a descriptive construction. In the absence of an equivalent and analogue, including their ignorance, as well as the impossibility of using transcription and /or transliteration, the term is translated by means of a descriptive translation, in which the meaning of a foreign word is revealed with the help of a detailed phrase. However, the descriptive technique is justified by the lack of an appropriate technical term in the source language. In English-to-Uzbek translation, a more explicit character of Uzbek language can necessitate the descriptive technique. For example: *CVD-method- bug '(gaz) fazasidankimyoviycho'kishusuli; ionic deposition - yo'naltirilgan ion nurlariningbirikishi*

4. *Contextual translation* is another way of translating terminological vocabulary, within the framework of which the dictionary correspondence is replaced. In this case, the translator pays attention to the context in which the term is placed, and chooses the correct correspondence from the translation options or a number of synonyms. The difficulty in translating can also be caused by the presence of interdisciplinary terminological homonymy and the polysemy of terms. For example: *alpha- alfa-radiatsiya, alfa-zarracha, alfa-funktsiyasi; nanocolloid-nanokolloideritma, kolloidnanosistemi*

A translator who embarks upon the path of chemical translation has two main obstacles: chemical knowledge and chemical terminology. Chemical terminology presents problems which are different from other specialised. We try to present the most obvious problems in determining the right chemical terminology. One of these problems is a special category of words, and the so-called “**false friends of a translator**”(R.A. Budagov,2004)It should be noted in this connection that “false friends of a translator” are a problem not only for learners of foreign language but also for those whose command of foreign languages is excellent. And it is quite natural because the first reaction of a person to a foreign word resembling his/her native word is to consider its meaning as coinciding with the meaning of a similar native word. Moreover, the existence of the international vocabulary and borrowings can be misleading. The only way for a translator to distinguish “**false friends of a translator**” from international vocabulary and borrowings is to

learn and to know them. Words which formally, graphically or by sound are similar and semantically different. English and Uzbek terms can be more or less similar in form but different in meaning. As we mentioned above such words are often referred to as the so-called translators false friends. These linguistic units are of great interest to the translators as they are naturally inclined to take this formal similarity for the semantic proximity and to regard the words that look alike as permanent equivalents. However, their formal similarity suggesting that they are interchangeable may cause translation errors. As a rule, the formal similarity is the result of the two words having the common origin, mainly derived from either Greek or Latin. For example in the sphere of chemical industry these terms shall be translated as: **benzene** - *benzol* (but not *benzin*); **angle** - *burchak*(but not *angel*); **billet** - *yog'ontayoq*; (but not *bilet*);

The purpose of the current study was to determine that the chemical translator faces in translation of chemical documents are the following:

- Some chemical terms have their permanent equivalents in Uzbek terminological systems: **alkaline medium** – *ishqorlimuhit*
- Many terminological equivalents in Uzbek language are formed from the English terms by **transcription or loan translations**: **atom** – *atom*, **proton** – *proton*, **diode** – *diod*, **ion** - *ion*
- **Transliteration** and **transcription** are often used to translate **eponymic** terms. Eponyms – terms named after the person who first identified the condition, described the procedure. For example, **Bingel reaction**- *Bingelta'siri*, **Boltzmann distribution**-*Boltzmantaqsimoti*
- In some cases there are parallel forms in Uzbek: one formed translated by transcription (a loan-word) and the other which is usually a native word. For example: **ekvivalentlik** and **tenglik**; **balans** and **muvozanat**; **rezistor** and **qarshilik**; **buster** and **tezlatkich**;
- The chemical terms that consist of one word or a word combination consisting of two words may cause difficulties while translating. Such combinations may consist of two or more elements.

1) by an adjective: **fuel cock** – *yoqilg'ilijumrak*;

2) by a noun in the Genitive case: isobutylene oxide – *oksidizobutulini*

These findings suggest that there are some primary ways of interpretation of terms and in the practice of translation of the chemical documents and chemical terms can be translated by applying the most common following four methods:

1. by direct borrowing (transliteration or transcription):

The most frequent transformation of chemical terms is a transliteration. The vast majority of terms – the names of elements, chemical compounds and quotations, and other terms taken from the Latin, they are international, so it is often passed down from one language to another via transliteration. Have a close look at the translation examples, **Aminoalkylindoles** are by far the most prevalent compounds found in herbal products laced with synthetic cannabinoids. This is due to the fact that **syntheses of aminoalkylindoles are less elaborate and complicated than syntheses of classical, non-classical or hybrid cannabinoids**. In general, **aminoalkylindoles can be synthesized** without sophisticated laboratory equipment using inexpensive reagents and chemicals. However, there are a few exceptions where the compounds carry uncommon substituents such as **adamantyl, tetramethylcyclopropyl and methyl piperidine** which may be harder to synthesize and purify - **Aminoalkylindols are the most common compound in plant**

products with the addition of synthetic cannabinoids. This is because aminoalkylindol synthesis is a more complex process than synthetic, non-classical or hybrid cannabinoid synthesis. Umumanolanda, the synthesis can be carried out with the help of complex laboratory equipment and chemical substances with the help of amino-alkylindol synthesis. Biroq, In some cases, the traditional components of the substance, in particular, man-made anthyl, tetramethylcyclopropyl and methylpiperidine, are added..

*Cannabinoidreceptor agonists can be classified based on their chemical structures into the following main groups- Cannabinoid receptor agonists can be classified based on their chemical structure. They are included in the following main groups- Many derivatives and analogues in the above classes of compounds could be synthesized by the addition of a **halogen, alkyl, alkoxy** or other substituents to one of the aromatic ring systems - Many of the above substances are halogenated in aromatic systems, **can be synthesized by the addition of alkyl, alkoxy or other similar groups.***

*The aminoalkylindoles are by far the most prevalent class of **synthetic cannabinoids** found in herbal products as they are easier to synthesize, compared to the other classes of compounds- Aminoalkylindol'simlikmahsulotlaridagiengkengtarqalgansintetikkannabinoidlarsinfihisobl anadichunkiularningtarkibiyqismlariniboshqasinflargasintezqilishosonroqdir*

2. by translation loans:

*In general, aminoalkylindoles can be synthesizedwithout sophisticated laboratory equipment using inexpensive **reagents** andchemicals -Umumanolanda, The synthesis can be carried out with the help of complex laboratory equipment and chemical substances with the help of amino-alkylindol synthesis.*

3. by calque:

Another way to translate chemical terminology is **calque**. This technique is often applied to translating compound terms or term phrases

*Most of the compounds are highly lipophilic and show good solubility in solvents with **low polarity** (e.g. isooctane) as well as in **methanol, ethanol, acetonitrile, ethyl acetate, acetone** and other **medium polarorganic solvents** -Most of the compounds have a high degree of lipophilic properties in polar organic solvents, such as octane, as well as in medium-polar organic solvents, in particular methanol, ethanol, acetonitrile, ethyl acetate, acetone and other solvents.*

*Other small changes such as variation of the length and configuration of the **alkyl chain** can also be made - **The change in alkyl chain length and configuration is small***

4. By descriptive or interpreting translation.

*They were added to plant material, e.g. crushed leaves or strips of leaves, by **soaking or spraying** a solution of one or more synthetic cannabinoids in an organic solvent which was later **evaporated** - Added to plant products, such as crushed leaves or cut leaves, **The process is carried out by adding the solution to the liquid, as well as by evaporation in the case of vaporization.***

*In some cases, synthetic cannabinoids in **solid form**(crystalline powder) were used, leading to an **inhomogeneous distribution** of the **active compound** in the plant material - In some cases,*

synthetic cannabinoids are used in solid form (crystalline powder), which leads to the differentiation of the active ingredient in plants.

Encompassing other structural types such as diarylpyrazoles (e.g. rimonabant), naphthoylpyrroles (e.g. JWH-307), naphthylmethylenes (e.g. JWH-176) and indazole carboxamides -Diarilpirazoller (masalan, rimonabant) such as naphthoylpyrroles (eg, JWH-307), naphthylmethylenes (eg, JWH-176) and zinc carboxamides

CONCLUSION

As a result of the investigation the following conclusion has been drawn, chemical terms are characterized by the presence of definitions, lack of expression and emotional coloring, stylistic neutrality, correlation with specific concepts and strict logic. Secondly, the main stylistic feature of chemical texts is exact and clear interpretation of the material without any expressive elements. There are almost no metaphors and other stylistic features in chemical documents while they are widely used in literary works. Thirdly, it contains a number of neutral phraseological units. Main requirements for translations are to comply with precision, clearness, and conciseness. It is obvious, that all terms should be translated laconically.

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INTEGRATION OF FINANCIAL SYSTEMS OF WESTERN BALKAN COUNTRIES INTO THE EUROPEAN FINANCIAL SYSTEM

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ABSTRACT

The impact of international financial reporting of SMEs on economic performance continues to be one of the most debated issues among international economists. Theoretical models have identified a number of channels through which international financial reporting of SMEs can promote economic growth and economic development in developing countries and countries in transition. However, in spite of its benefits, financial reporting of SMEs can also be dangerous, as it has been witnessed in many recent financial crises. In fact, there are some evidences that financial globalisation leads to better macroeconomic outcomes only when certain “threshold conditions” are met. Therefore, this paper discusses the potential benefits and potential costs of financial reporting, which could face transition countries from Western Balkans while integrating their financial systems into the European financial system. Since the financial sector of Western Balkan countries is characterised by an increasing presence of foreign bank, this paper points out the potential advantages and a possible “danger” of the excessive presence of foreign banks in the host-country. This paper concludes with the idea that it is important to determine the optimal level of foreign banks participation in local banking sector and that financial reporting of SMEs should be approached cautiously, with good institutions and macroeconomic frameworks viewed as important preconditions.

KEYWORDS: *Small and Medium Sized Enterprises, Economic growth, Balkan countries*

1. INTRODUCTION

The idea of European integration is not a new one; it was stimulated by the Marshall Plan. The preamble to the Economic Cooperation Act voted by the American Congress in 1948 invites Europe to follow the example of the United States and to form a common economic market spanning the continent. The first tangible element of the European integration in the aftermath of the Second World War was the formation of the European Coal and Steel Community (ECSC), which was created by the Treaty of Paris (1951), following a proposal from French foreign minister Robert Schuman. Six countries (Belgium, France, Italy, Luxembourg, the Netherlands and West Germany) signed the Treaty of Paris, pooling their coal and steel resources. For half a century, the European Union (EU) has pursued everdeeper integration while taking in new members. The number of Member States has increased since the signing of the Treaty of Rome (March 1957).

Recently, the governments of the EU Member States have agreed to extend the EU perspective to countries in South East Europe – Croatia, the Former Yugoslav Republic of Macedonia, Albania, Bosnia and Herzegovina, Montenegro and Serbia. At present, among these countries, there are only two candidates for EU membership – Croatia and FYR of Macedonia. Other countries of the region are considered as potential candidate countries (Albania, Bosnia and Herzegovina, Montenegro and Serbia). The EU integration process implies legally binding, sweeping liberalisation measures – not only capital account liberalisation, but investment by EU firms in the domestic financial services and the maintenance of a competitive domestic environment, giving this financial liberalisation process strong external incentives (and constraints).

The integration of potential candidate countries into the enlarged Europe is currently realised through Stabilization and Association Process (SAP) which aims to bring these countries progressively closer to the EU. The centerpiece of the process is a Stabilisation and Association Agreement (SAA), which represents a contractual relationship between the EU and each potential candidate country, entailing mutual rights and obligations. For each of the potential candidate countries of the Western Balkans⁴ the Commission of European Communities negotiates SAAs which have three aims: first, to encourage regional cooperation; second to promote economic stabilisation and a swift transition to a market economy; and third to offer the prospect of EU accession. Thus, SAAs explicitly include provisions for future EU membership of the country involved. These Agreements are similar in principle to the Europe Agreements signed with the Central and Eastern European Countries (CEECs) in the 1990s.

In case of CEECs countries, the prospective EU accession served as the ultimate anchor for financial liberalisation. The EU candidate countries had to fully liberalise their financial system by the time of EU accession at the latest, as the free movement of capital is one of the leading principles of the EU. However, even if the SAAs are based mostly on the EU's *acquis communautaire* and predicated on its promulgation in the cooperation states legislation, the depth of the policy harmonisation expected by them is less than for EU member states.

Globally, the financial reporting of SMEs has progressed dramatically over the past 30 years. This current wave of financial globalisation was urged by liberalisation of capital controls in many of developing countries and transition economies, in anticipation of the benefits that cross-border flows would bring in terms of better global allocation of capital and improved international risk-sharing possibilities. With the surge in financial flows, however, came a spate of currency and financial crises⁵. These developments have provoked an intense debate among both academics and policy circles on the costs and benefits of financial reporting, which has intensified and become more polarised over time. Thus, this article proposes to analyse the potential benefits and potential costs of financial reporting, which could face the potential candidate countries from Western Balkans during integration of their financial systems into the European financial system, as well as into the world financial market⁶.

The paper is structured as follows. Paragraph 1 presents the current situation of financial systems in the EU potential candidate countries (Albania, Bosnia and Herzegovina, Montenegro and Serbia). Paragraph 2 discusses the potential benefits (§2.1) and the potential costs (§2.2) of financial reporting. The paper concludes with some recommendations concerning the integration process of financial systems for these countries.

2. Financial sector restructuring in the Western Balkans

Analytically, any financial system can be divided in three sub-sectors: the banking sector (regrouping the commercial or deposits banks), the non-banking financial institutions (like savings-institutions, insurance companies, private pension funds, mutual funds societies, investment funds,...) and capital (or financial) markets. Banks act as credit-suppliers from the deposits they collect and funds they borrow from the Central Bank; such specific financing facility is not available to the non-banking institutions. In the majority of transition economies, the role of non-banking institutions in mobilisation and allocation of financial resources was and remained quite negligible during the 1990s, and the same appears in Western Balkans countries, where the banking sector continues to dominate the financial system, managing for over 90% of total financial assets, while capital markets and non-banking financial institutions play only marginal roles (D. Müller-Jentsch, 2007).

However, the financial sector in the Western Balkans has improved significantly in recent years and a deep restructuring process has been (and proceeds to be) implemented. This owes to comprehensive reforms by governments and the support of international financial institutions like the IMF, the World Bank, and the EBRD. However, fifteen years ago, financial markets in former Yugoslavia and in Albania were poorly developed. The break-up of Yugoslavia led to the fragmentation of financial services companies, the establishment of new regulatory institutions and a freezing of foreign currency deposits. During the 1990s, pyramid saving schemes in Albania, hyperinflation in Serbia and Montenegro, the wars in Bosnia and Kosovo as well as banking crises in several countries of the region weakened the financial sector. Macroeconomic disturbances, a weak rule of law, a large stock of bad debt and low capitalisation rates further undermined the stability of financial markets.

The inefficiency in the financial sector was also influenced by its underdeveloped structure. It was characterised by domination of the banking sector, while the role of non-banking sector in mobilisation, concentration and allocation of financial resources was almost non-existent. In addition, the majority of banks were insolvent and unable to fulfil the requirements established by prudential norms while the banking balances were burdened by a high level of risky and non-performing loans (S. Goluboviæ and N. Goluboviæ, 2005).

As the consequence, the policy agenda during the late 1990s and early 2000s was dominated by efforts to clean up and stabilise the banking industry. Regulatory frameworks have been modernised and financial supervision has been strengthened. The share of bad loans has been reduced dramatically. Privatisation has helped to reduce state ownership in banking down to less than 20 percent in most countries and has attracted foreign banks into the market.

Despite these positive developments cited above, financial markets in the Western Balkans remain small, fragmented, and at an early stage of their development. The general characteristics of this market are: activity on the equity market is considerably lower than activity of the banking sector; majority of the countries are characterised by low liquidity on the capital market, with exchange concentrated on small number of shares of listed companies; and, an increased sensitivity of the financial markets to the movements of speculative capital (S. Goluboviæ and N. Goluboviæ, 2005).

Western Balkan banking sector has recently attracted considerable attention from foreign investors through a removal of national restrictions, the liberalisation of market access, and the

sale of state-owned banks. The transition process from plan to market economy has proved to be an opportunity for many foreign banks to expand their activities to countries of the region. In the early years of transition, many EU banks set up small representative offices in the Western Balkans in order to serve their home clients who were entering the region. As cross-border linkages became more familiar with local conditions, they gradually expanded their presence in the region. Now some of them have established branch networks throughout the region and act as “universal banks” that offer a broad range of financial services.

It is notable that the majority foreign-owned banks still retain the highest share of the total assets of the banking system in the region. In 2007, banks with majority of foreign capital, controlled approximately 75% of banking market of Albania, Bosnia and Herzegovina, Montenegro and Serbia. In 2005- 2007, the market share of foreign banks stood at around 90% in Albania. Banks with majority of foreign capital controlled 86.1% of Bosnia and Herzegovina banking market in 2005, 90.3% in 2006 and 91% in 2007. In Serbia, it increased from 37% in 2005 to 75.5% in 2007, due to privatisation and organic growth of the subsidiaries of EU banks. Share of foreign capital, in Montenegrin banking sector, was around 78.8% by the end of 2006.

Owners include international banking groups coming primarily from EU countries (such as Austria, Italy, Greece, France, etc.). Austrian and Italian banks in particular operate across the Western Balkans. For instance, the Austrian investors are dominant in Bosnia and Herzegovina (59% of banking assets in 2007) and in Albania (55% of banking sector in 2005). Greek banks have also entered the region; by mid 2005, they had invested around EUR 750 million in the Western Balkans, half of which in Serbia alone. Since the start of financial system reform, these groups introduced numerous positive changes in the region, improving the performances of the domestic banking sector and providing stable foreign sources of financing domestic credit expansion.

Thus, the process of financial reporting of SMEs of the Western Balkans has primarily been driven by foreign direct investments (FDI) of EU banks into domestic banking sector. These strategic investors have been a way to strengthen the banking system in the region and to improve the low level of financial intermediation. They brought with them technical know-how, such as modern risk-management and marketing techniques. They tend to raise governance standards, introduce new financial products. They come with the resources to re-capitalise domestic banks and modernise branch networks. Moreover, FDI from the EU also helps the Western Balkan countries to “import” modern prudential regulation from EU. However, there are also some concerns about the growing influence of foreign banks in these regional banking markets. These, mainly, relate to the possibility that foreign banks turn out to be instable sources of bank credit, especially during financial crises or during economic downturns (either in Western Balkan countries or in their home markets).

3. Financial reporting, its potential benefits and costs

Financial globalisation and financial reporting of SMEs are, in principle, two different concepts. Financial globalisation is an aggregate concept that refers to rising global linkages through cross-border financial flows. Financial reporting of SMEs refers to an individual country’s linkages to international capital markets. Nevertheless, these two concepts are closely related. For instance, increasing financial globalisation is necessarily associated with rising financial reporting of SMEs on average⁷.

Some academic economists consider increasing financial liberalisation and unrestrained capital flows as a serious hazard to global financial stability (e.g., D. Rodrik, 1998; J. Bhagwati, 1998; J. Stiglitz, 2002) and dispute its utility for reasons of provoking the generation and propagation of serious financial crises. Thus, these economists call for maintenance of capital controls and the imposition of frictions, such as “Tobin taxes”, on international asset trade.

Others 8 argue that free movements of international capital can encourage a relatively more efficient allocation of economic resources, offer good risk diversification opportunities and help to promote financial development⁹. According to these authors, the abolishment of capital controls should allow a more efficient global capital allocation, which would transfer capital from capital-rich countries (industrial countries) to capital-poor countries (developing countries or transition economies). The capital inflows, resulting from financial liberalisation, should facilitate the transfer of foreign technology and management experience, encourage the competition and promote higher levels financial development, spurring economic growth. Moreover, increased openness to capital flows has, by and large, proven essential for countries aiming to upgrade from lower- to middle-income status, while significantly enhancing stability among industrialized countries (e.g., S. Fischer, 1998; L. Summers, 2000).

Some argue that the increasing presence of foreign firms in financial sectors can bring the important benefits to the markets they enter: added investment, cutting edge technologies and managerial practices (especially risk management), and because they tend to be more diversified than local institutions, more financial stability.

From this point of view, the financial reporting of SMEs potentially benefits both capital-importer and capitalexporter countries. Thus, the process of financial reporting of SMEs can be considered as a sign of country’s attachment to a good economic policy. Consequently, it seems quite natural, from this point of view, to expand the process of international financial reporting of SMEs to other less economically developed countries. However, even if the deregulation of international capital movements is certainly desirable, some authors argue that such reforms should be implemented slowly.

4. Potential benefits of financial globalisation in theory

In theory, there are a number of direct and indirect channels through which financial globalisation could enhance growth.

Among the direct channels we can distinguish the augmentation of domestic savings (cross-border capital flows, in principle, allow to increase investment in capital-poor countries while they provide a higher return on capital from capital-rich countries); the reduction in the cost of capital through better global allocation of risk (it was predicted that stock market liberalisation can improve the allocation of risk (P. Henry, 2000)); the transfer of technological and managerial know-how (financially integrated economies seem to attract a large share of FDI inflows, which have the potential to generate technology spillovers and to serve as a conduit for passing on better management practices); the stimulation of domestic financial sector development (international portfolio flows can increase the liquidity of domestic stock markets and increased foreign ownership of domestic banks can also generate a variety of other benefits (R. Levine, 1996).

There are also a number of indirect channels through which financial globalisation could enhance economic growth. It could help promote specialisation by allowing for sharing of

income risk, which could in turn increase productivity and growth as well. Financial flows could foster development of the domestic financial sector and, by imposing discipline on macroeconomic policies, lead to more stable policies.

Since the financial sector in the Western Balkans is bank-dominated, it seems important, for us, to pay more attention to the benefits that can bring foreign participation in the local bank sector. Theoretically, foreign bank participation can generate a variety of benefits (R. Levine, 1997, 2005). First, foreign bank participation can facilitate access to international financial markets. Second, it can help improve the regulatory and supervisory frameworks of the domestic banking sector. Third, it can improve the quality of loans, as the influence of the government on the financial sector should decline in more open economies. Fourth, in practice, foreign banks may introduce a variety of new financial instruments and techniques and also foster technological improvements in domestic markets. Fifth, the entry of foreign banks tends to increase competition, which, in turn, can improve the quality of domestic financial services as well as allocative efficiency. Sixth, the presence of foreign banks can also provide a safety valve when depositors become worried about the solvency of domestic banks. Finally, foreign banks entry enhances legislative framework, financial monitoring, reduces corruption and stimulates the development of transparent intermediary operations (R. De Haas and I. Van Lelyveld, 2003).

Even if theoretical models have identified a number of channels through which international financial reporting of SMEs can help to promote economic growth, and on the surface, there seems to be a positive association between embracing financial globalisation and the level of economic development¹¹, it is quite difficult to empirically identify a strong and robust causal relationship between financial reporting of SMEs and growth, especially for developing countries (B. Eichengreen, 2000; E. Prasad and al., 2003). Besides, many of empirical papers have often found mixed results, suggesting that the benefits are not straightforward.

One of the reasons for the lack of consensus can be ascribed to the difficulty in properly measuring the extent of financial reporting of SMEs (M. Chinn and H. Ito, 2007). Although many measures exist to describe the extent and intensity of capital account controls, it is generally agreed that such measures fail to capture fully the complexity of real-world capital controls for a number of reasons¹². In fact, we can distinguish three main measures of the extent of financial reporting: de jure measures (that capture the legal restrictions on cross-border capital flows based on data from IMF's AREAER¹³); de facto measures which includes the price-based measures (CIP, UIP and RIP¹⁴) and the quantitybased measures (based on actual flows); another de facto measure of financial reporting of SMEs is savinginvestment correlation (M. Feldstein and C. Horioka, 1980). Apparently, the distinction between de jure and de facto integration appears to matter a great deal in understanding the macroeconomic implications of financial globalisation. The basic problem with de jure measures is that implementation and enforcement differ so greatly across countries that international comparisons are doubtful. Consequently, even if most empirical papers analysing the effects of financial reporting of SMEs rely on de jure measures, de facto integration measures may be more appropriate for analysing the direct and indirect benefits of financial reporting.

An alternative line of inquiry into the effects of financial globalisation is based on the notion that not all capital flows are equal. Flows like Foreign Direct Investment (FDI) and, perhaps, international portfolio flows are not only presumed to be more stable and less prone to reversals (S-J. Wei, 2006), but are also believed to bring with them many of the indirect benefits of

financial globalisation such as transfers of managerial and technological expertise. Thus, the composition of capital inflows can have an important influence on the benefits of financial reporting of SMEs for developing countries as well as for transition countries.

Finally, it seems that is not just the capital inflows themselves, but what comes along with the capital inflows that drive the benefits of financial reporting of SMEs for developing and transition countries (M. Kose and al., 2006). There is considerable evidence that financial reporting of SMEs serves as an important catalyser for a number of indirect benefits, which M. Kose and al. (2006) name potential “collateral benefits” since they may not generally be the primary motivations for countries to undertake financial reporting. They could include development of the domestic financial sector, improvements in institutions (defined broadly to include governance, the rule of law, etc.), better macroeconomic policies, etc. These collateral benefits then result in higher growth, usually through gains in allocative efficiency.

The empirical implications of this perspective are powerful. Actually, these collateral benefits affect growth and stability dynamics through indirect channels rather than just directly through financing of domestic investment, implying that the associated macroeconomic gains may not be fully evident in the short run. Moreover, in cross-country regression, it may be difficult to uncover the effects of financial reporting of SMEs if one includes measures of institutional quality, financial sector development, quality of macroeconomic policies etc (M. Kose and al., 2006).

While it is difficult to find a strong and robust effect of financial reporting of SMEs on economic growth, there is some evidence in the literature of various kinds of “threshold effects”. For example, there is some evidence that the effect of foreign direct investment on growth depends on the level of human capital in a developing country. The list of “threshold effects” includes: financial sector development, overall institutional quality, corporate governance, macroeconomic policies framework, and trade. However, studies that use measures of de facto integration or finer measures of de jure integration tend to find more positive results. Moreover, studies using micro data are better able to detect the growth and productivity gains coming from financial reporting. In fact, these threshold effects play important roles in shaping the macroeconomic outcomes of financial globalisation. In other words, countries meeting these threshold conditions are better able to reap the growth and stability benefits of financial globalisation. This generates a deep tension as many of the threshold conditions are also on the list of collateral benefits (M. Kose and al., 2006).

5. Potential costs of financial reporting

In spite of its beneficial effects, financial reporting of SMEs can also be dangerous, as it has been witnessed in many past and recent financial, currency and banking crises. It can make countries more vulnerable to exogenous shocks. In particular, if serious macroeconomics imbalances exist in a recipient country, and if the financial sector is weak, be it in terms of risk management, prudential regulation and supervision, large capital flows can easily lead to serious financial, banking or currency consequences.

In fact, the experience of the past three decades has led economists and policy makers to recognize that, in addition to the potential benefits discussed above, open financial markets may also generate significant costs. Such potential costs include a high degree of concentration of capital flows and a lack of access to financing for small countries (either permanently or when

they need it most); an inadequate domestic allocation of these flows (which may hamper their growth effects and exacerbate pre-existing domestic distortions); a loss of macroeconomic stability; a pro-cyclical nature of shortterm capital flows and the risk of abrupt reversals; a high degree of volatility of capital flows (which relates in part to herding and contagion effects); and risks associated with foreign bank penetration (PR. Agénor, 2001).

Again, since financial sector of Western Balkan countries is bank-dominated, we would like to point out the potential “danger” of presence of foreign bank on the domestic financial sector. Although foreign bank penetration can yield several types of benefits (as discussed earlier), it also has some potential disadvantages as well.

First, foreign banks may ration credit to small firms to a larger extent than domestic banks, and concentrate instead on larger and stronger ones. If foreign banks concentrate their lending operations only to the most creditworthy corporate borrowers, their presence will be less likely to contribute to an overall increase in efficiency in the financial sector. More importantly, by leading to a higher degree of credit rationing to small firms, they may have an adverse effect on output, employment, and income distribution (P-R. Agénor, 2001).

Second, entry of foreign banks, which tend to have lower operational costs, can create pressures on local banks to merge in order to remain competitive. Furthermore, the process of concentration (which could also occur as foreign banks acquire domestic banks) could create "too big to fail" banks. A toobig- to-fail problem may, in turn, increase moral hazard problems: knowing the existence of an (implicit) safety net, domestic banks may be less careful in allocating credit and screening potential borrowers (P-R. Agénor, 2001). Concentration could also create monopoly power that would reduce the overall efficiency of the banking system and the availability of credit. In particular, a high degree of banking system concentration may adversely affect output and growth by yielding both higher interest rate spreads (with higher loan rates and lower deposit rates relative to competitive credit and deposit markets) and a lower amount of loans than in a less concentrated more competitive system.

Third, entry of foreign banks may not lead to enhanced stability of the domestic banking system, because their presence per se does not make systemic banking crises less likely to occur – as it may happen if the economy undergoes a deep and prolonged recession, leading to a massive increase in default rates and an across-the-board increase in non performing loans, and because they may have a tendency to "cut and run" during a crisis (P-R. Agénor, 2001).

6. CONCLUSION

The common characteristic of the Western Balkan countries is that, in the early transition, these countries avoided any radical reform of their financial sector. Instead, they undertook partial changes like transformation of the monobank system into two-tiered banking system. The transition countries experience points out that the financial sector restructuring is necessary if macroeconomic crises are to be avoided. Therefore, the financial sector development is an important segment of economic transformation.

On the other hand, the financial sector reform is one of the first steps of the process of financial reporting, both on a regional basis and on an European perspective. The main goal of the financial sector reform in the Western Balkan countries is the change of the financial sector role. It means that the financial sector must have an active role in mobilisation, concentration and allocation of financial resources. Until now, the most important changes in financial system in

these countries were realised only in banking sector, while the changes were almost insignificant in the other segments of the financial sector.

In the banking sector, the very strong entry and presence of foreign banks in Western Balkans seem to bring great advantages in terms of efficiency and banking performance. Among these foreign banks, the Austrian ones hold the first place that settles more firmly Vienna's position as regional financial hub in the Central Europe. However, it would be necessary to determine the optimal level of foreign banks participation in order to leave enough space for the domestic banks which would risk to become entirely dependent from these foreign banks. In fact, the local banks play a very important role in these countries by financing the numerous small and medium size enterprises which are not financial attractive for banks from abroad.

Moreover, in order to "successfully" integrate the EU financial market, the potential candidate countries should envisage to develop the two other financial sectors of their financial system in following a gradual and orderly sequencing of external and internal financial liberalisation. The current worldwide crisis shows that a too large financial liberalisation can easily lead to serious financial and banking risks. Therefore, local authorities should adopt a cautious attitude towards financial liberalisation and take in consideration the current macroeconomic situation which, in fact, is specific to each country.

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COMPARATIVE-TYPOLOGICAL ANALYSIS OF ZOONYMS IN GERMAN AND UZBEK RESIDENTIAL ASSOCIATIONS

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ABSTRACT

This article analyzes and compares the comparative-typological aspects of some zoonyms in stable compounds found in German and Uzbek. . Mythology is based on the animation of the forces of nature, depicting them in the form of emotional images, separate beings (people, animals). They, in turn, assimilate into many languages and form secondary nouns of a specific international character in the composition of phytonyms and zoonyms in those languages.

KEYWORDS: Terminology, Phytonyms, Zoonyms, Mythonyms, Secondary Names, Narrations, Legends, Mythology, Source Of Inspiration, Fantastic Imagery, Plants, Creatures, Associative Thinking, Mythophytonyms, Mythosonyms

INTRODUCTION

When we observe the phytonyms and zoonyms in the terminology of each language, we see that a certain part of them are secondary nouns for me don't be the basis of my thonyms. This is not in vain, because narration, narrations are them a inform of world view that is at the most ancientst age in the development of knowledge of nations. This aspect is well explained in philosophical sources: "A characteristic feature of myth, which is a peculiar way of knowing reality, of looking at the world, is that all things and events are perceived in it as participants in each other. As a result, it is possible to easily transfer the quality of one item to another. Mythology is based on the animation of the forces of nature, depicting them in the form of emotional images, separate beings (people, animals). In the eyes of the people of that time, the movements of the mythical being did not seem to be super natural movements, but ordinary, completely real movements that left no doubt. Zeus does indeed create "thunder" and lightning. The Atlantis really carries the dome of the sky on its shoulders. The incredible courage of the mythical heroes is imagined to be truly accomplished deeds. Because in mythology the properties of one thing are easily transferred to another, it opens up a wide field of imagination, and in this field the mythological thinker can make any changes and show courage... preserved and became a source of inspiration in art, in art" [16, p.180-181].

MATERIALS AND METHODS

Images created on the basis of mythology in art and literature have a realistic basis, that is, a fantastic depiction of reality and an artistic expression of the people's dreams and hopes. For example, the mythological images in Firdavsi's "Shohnoma", Navoi's "Farhod and Shirin", and "Saddi Iskandariy" are among them [19; 187– p.].

Just as in art and fiction, in the secondary nomenclature based on the phytonyms and zoononyms found in man, the plants and animals in nature appear or find similarities in the behavior, character, and form of the mythological images. As a result, man gives the names of mythological images to plants and creatures in real life that have not yet been named, which is why mythological names begin their work as the names of a new denotation. They, in turn, assimilate into many languages and form secondary nouns of a specific international character in the composition of phytonyms and zoonyms in those languages. This, too, should be seen as a product of the inherent creativity of associative thinking in the naming process.

RESULTS AND DISSUSSION

It should also be noted that most of the phytonyms and zoonyms formed on the basis of mythonyms are associated with polytheism, i.e. polytheism, which was widespread in ancient Greece and Rome.

Below we talk about mythophytonyms and mythosonyms formed on the basis of mythonyms.

In German **Adonis** – schöner Mann [10, p.326]

Adonis [phönik. adon „Herr“]: phönik.-syr. Vegetationsgott (Zentrum Byblos), early indigreek. Götterwelt aufgenommen; jugendlich schöner Geliebter der Aphrodite, der auf der Jagd von einem Eber getötet wurde (Lexikon der Antike 1971:14). Benannt nach Adōnis (gr. Ἄδωνις), einem zyprischen Frühlingsheros und Geliebten der Venus (Aphrodite von Paphos); nach seinem Tode entsprang aus seinem Blute ein Granatrot gefärbte „Blume“, die durchaus als Adonis flammea gedeutet werden kann. Der Name des Frühlingsheros ist semit., vgl.

phöniz. adōni „mein Herr“, adōn „Herr“ (hebr. ādōn), und ist auf keinen Fall zu trennen vom Namen des orient. Vegetationsgottes Tammūz, der offenbar mit

adōni angerufen wurde; in der bekannten Bibelstelle Ezech. 8, 14 übersetzt die Vulg. Seinen Namen gerade zum Adonidem, während die Septuaginta Thammouz und Luther Thammus wiedergeben (Genaust 2012:39), (Spohn, Aichele 2010:56). [13, p.26]

Adonis- 1) the god of dead and resurrected plants; according to myth, Adonis was killed, then resurrected; the worship of Adonis was common in ancient Rome and Greece ... [14; p. 18] [14, p.18]

Adonis (Adonis) — ayiqtovondoshlar oilasiga mansub oʻtlar turkumi... [17;1,135-p.].

Adonis (Adonis) is a family of annual and perennial grasses belonging to the family Adonis ... There are about 20 species. Occurs in the mountainous regions of Central Asia ... [4; p. 12].

The encyclopedic description does not say why the plant was named adonis. Perhaps this was due to the fact that the plant stem was upright and hairy, and the hair shedding after the plant had blossomed. It may also be due to the use of its adonizide in the treatment of heart disease.

Der Amonit - our breath nach dem ägyptischen Gott Ammon, der mit Widderhörnern dargestellt wurde: 1. ausgestorbener Kopffüßer der Kreidezeit. 2. spiralförmige Versteinerung eines Ammoniten. [3; 80-p.]

Der Ammonit – a) zu einer ausgestorbenen Gruppe von Kopffüßern aus dem Mesozoikum gehörendes Tier b) spiralförmige Versteinerung eines Ammoniten [20].

Ammonit (Deutsch) Wortbedeutung/ Definition:1) Paläontologie: Kopffüßermitvier Kiemenundeinerspiral förmigen Muschel, derinder Zeitvom Devonbiszur Kreidegelebthat2) Geologie: versteinerteMuscheleinesAmmoniten.

Ammonitlar-[from the ancient Egyptian god Ammon (Greek: Ammon), depicted in the image of the king excavated group of foot mollusks ... living in Paleozoic and Mesozoic [14, p.33].

Der Apollo– 1. Schöner junger Mann, auchinder Form Apoll.2.Schmetterling.3. Planetoid. Our Apollo, with grieshisshenGottderDishtkunst, derWeissagung, derMusik, des Gesangs and weiterergöttlicherAttribute. Er war der Gott der klaren OrdnungunddesgeistigenLebens.... - Der Schmetterling wird nach seinem zoologischen Namen,, Parnassiusapollo “(parnassischer Apollo) genannt,d.h.aufdemParnassosfliegend [11, p.7].

Apollon–1) in ancient Greek mythology - the sun, the god of wisdom, the god of art, the god of warriors, the god of prophecy; 2) joint. I'm handsome, handsome [14, 49p].

Apollo - 3) zool. A beautiful argedjurnal butterfly belonging to the Elkan family [14, 49p].

The naming of this butterfly APOLLO Nisassociated with the handsome and graceful beauty of the word'sport able meaning.

Another quality given in 17 supports this idea: "... In ancient Greek art, Apollo was depicted as a young man holding an arrow or a musical instrument."

der Atlant-en,-en Pillar, pillar in the shape of a powerful male figure carrying a part of a building [22].

Ein Atlant istinderArchitektureinGebälkträgerinFormeiner männlichenFigur...[11,10p]

Atlant–1) to fight against the gods in ancient Greek mythology daishtiroketgantitanlargajazosifatidaosmongumbaziniko‘taribturishtopshirilgan [14, 62p].

Atlant is the first cervicals pine in higher vertebrates; is at tachedtotheskull. The shaper esemblesaring. When the head is turned, thee At lant also turns with the head [17, p.1,485].

VictoriaistdievergöttlichtePersonifikationdesSieges(lateinischvictoria)inderrömischenMythologie,SchutzgöttindesrömischenKaisers undjungfräuliche Hüterin des Reiches. Sie ist dieEntsprechungder griechischenGöttinNike.Dargestellt wurde sie häufig fliegend und miteinem Lorbeerkrans alsSiegessymbolinderRechten.

Viktoriya– Rimafsonalaridag‘alabama‘budasi. YunonlarningNikasigato‘g‘rikeladi [17, p.2,455].

Victoriaist eine Pflanzengattung in der Familié der Seerosen-gewächse (Nymphaeaceae), dieaufgrund ihrer enormen Blattgrößeim Deutschenauch **Riesenseerosen** genanntwerden. Dienurzwei Artensindin Südamerikabeheimatet.

Victoria (Victoria) is a perennial herb belonging to the lilies. It grows in the calm tributaries of the Amazon and Orinocorivers in South America. The leaves are very large, circular, upto 2 mind ameter, the leaf can carry a load of upto 50 kg.

Floraw [benanntnach Flora, derrömischen Blumen- und Frühlingsgöttin], 1) die Gesamtheitaller Pflanzensippen(derArtenbestand)einesGebiets; 2) eine meist als Buch erscheinendesystematischeZusammenstellungder(Farn-undSamen-)PflanzeneinesGebiets.Meistwerden die Taxaauf dem Niveau von Artenbehandelt, beschrieben

und verschlüsselt, sodaßsiezur Bestimmungverwen detwerdenkönnen. Gegensatz: Fauna. Vegetation.

Flora–[lot.Flora–Rimmifologiyasida:gullar,bahorvayoshlikma’budasi<flos,floris–gul]Yerkurrasiningbirorqismidayokibirorgeologikdavridamavjudbo’lganbarchao’simliklarmajmu i;o’simliklardunyosi.O’zbekistonflorasi.Zarafshonflorasi.Dengiz florasi [18, p.4,353].

Devziraisteinespeziellgezüchtete Reissorte, die nur im fruchtbaren Fergana-Talangebautwird.DieeinzigartigenBedingungendiesesOrtesermöglichenesIhnen, ein Produkt zu erhalten, das ideal fürdieZubereitungvon Pilawsistundmitcremefarbenem Pulverbedeckt ist. Devzira-Reisistsehrkrümelig,samtigundduftend.

Devzira–Mahalliysholidanolinadiganyirik, suvko’taradiganguruch.Otasopoltovoqdagidevziraguruchningkurmagineiteraboshladi.H.G’ulom, Mash’al.Devziraguruchningpalovifamlchoynixushko’rmaydi,aksincha,to’qsonbeshinchiko’kchoy ungaengmunosibchanqovbostidir.S.Ahmad,Saylanma [18, p.1,586].

Devziraisariceofbarleyrice. Devziraislonger, largerthanotherrice, gray (clear), somereddish. Accordingly, it is called whiteand red devzira in two different ways [17, p.3,585].

CONSLUSION

From the above, it is clear that some of the phytonyms and zoononyms in the German and Uzbek terminology are the product of secondary nouns formed on the basis of miphonyms, and some are compound and compound terms formed with the participation of miphonyms. Among them are mythonyms belonging to ancient Roman and Greek myths, common to many languages, i.e., mythophytonyms and mythosoonyms formed by international secondary naming. At the same time, there are at least a few national mifophytonyms and mythozonyms of the Uzbek language, which are based on the mythonyms of the Uzbek people. Someof them may have originated on the basis of gods, goddesses, their children, ancient myths, heroes of legends, fairy-tale characters. The terms that emerge through such secondary naming are the result of human associative thinking in relation to the shape, character, colors, and comparisons, analogies, and at tributes of real beings, plants and creatures.

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THE THEME OF WAR IN AYDIN HOJIYEVA'S POETRY

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ABSTRACT

This article analyzes the war-themed poems in the poetry of the talented poetess Aydin Hojiyeva. The hopes and aspirations of the society, which has gone through a long period of hardship, and the courage of our compatriots, who have bravely overcome difficulties, are expressed in life and the future. The article approaches the expression of patriotism and freedom in connection with the theme of war in the poet's poems. This period was very important both in terms of ideological and literary development, including the literary and creative activity of prominent representatives of our literature. The lyrical harmony and rhythm of the poem is reminiscent of the sound of tanks; the image of a hero who perished in an unequal battle is perceived in such a sad, mortal, yet, courageous harmony.

KEYWORDS: Tradition, Trend, Pathos, Rhythm, Lyrical Harmony, Motive, Lyrical Hero, Style, Background, Optimism, Poetic Expression, Plot

INTRODUCTION

In the twentieth century, our national poetry has undergone a period of great, complex, multifaceted formation and development. Poetry has emerged not only on the basis of national values and experience, but also through new research in connection with the most important creative directions, traditions and trends of poetry of the century. We have experienced the development of historical processes, the patriotic war that changed our national destiny. This period was very important both in terms of ideological and literary development, including the literary and creative activity of prominent representatives of our literature. During the war, poetry became the leading genre of Uzbek literature. The heroism of the battles, the courage of the soldiers of our army defending the Motherland from the Nazis, the inviolable friendship of the peoples of our country, the perseverance and courage of the workers behind the front - all these poets are reflected in the works of Uzbek poets with passion and modernity. [1]

Talented poetess Aydin Hojiyeva has become one of the main pathos of wartime poetry. Aydin Hojiyeva's wartime lyrics are a unique expression of mortal, sad, and deep human feelings. The protagonists of the poet's poems were the mother, the Motherland and the common soldier. It depicts the moments of a warrior colliding at every moment, painful and at the same time poetically powerful.

Do not open your eyes when it snows,
Death seed when tanks spray,
He who was thrown into battle did not seek refuge,
Only the heart command that has served. [2]

In the poet's poetry, the call to defend the Motherland becomes a rare expression of subtle, high human feelings. It was not just a poem praising the heroism of a soldier in front of the people, the Motherland, the land, the ²people, but it sounded like an eternal song about heroism. The lyrical harmony and rhythm of the poem is reminiscent of the sound of tanks; the image of a hero who perished in an unequal battle is perceived in such a sad, mortal, yet, courageous harmony. The struggle for the homeland, the pain of our martyred sons and daughters, the feeling of poverty, grief and at the same time the spirit of belief in truth and victory are combined with meaningful, yet unusual lyrical scenes:

Sometimes a hormonal moan in the trenches
Remembering Uzbekistan,
An Uzbek boy hanging in the garden
A girl I miss, a loaf of bread. [3]

In the poem, the warrior is in the front line, but the events take place in the back. A soldier and his parents, a soldier and his wife, a soldier and his baby ... In a war like this, a warrior can be a hero. This Motherland has brought up such brave and courageous boys that they stood up for it in difficult times. A person who can sacrifice his life for his people, country, family and relatives can be both a warrior and a martyr.

Mothers' hearts are sad.
Bread-exchange necklaces are sad
If there is a fire in the grove, a crow, a squirrel, a bird, [3]
The wet-dry floor would burn. [4]

To understand tragedy, a person's worldview and spirituality must be at the level of the scale of the tragedy. Participants in the Patriotic War were more disciplined performers. This was reflected in their thoughts and feelings. Deep tragedy and high optimism are evident in Aydin Hojiyeva's poems, especially those that are motivated by this war and emigration. War is a tragedy of everything that is human for him, the pursuit of a happy life, love for loved ones, loyalty and morality, kindness and beauty. In the poem, the author creates artistic scenes of human emotions, but figuratively depicts a mood that everyone feels but cannot express.

Hikoyatmomo under Karatol
Talk to the girls, touch them sometimes:
"Shall we eat halva in the fall?"
Four boys on his chest - the picture was burning!

There is a psychological, emotional motivation in the poem. This motif was one of the leading motifs in wartime poetry. If we look at the poetry of that time, we miss mothers, engaged girls, brothers. In the poems of many poets, the image of the mother attracts attention as the most munificent, the most magnificent image. A mother who sends her four children to war becomes the lyrical protagonist of the poem. Almost all of the poet's poems have the image of a mother.

He burns for his child, throws a little into the fire to protect him, works, fights alone with the terrible dragon of life. The reality in the poem seems a bit confusing. However, in this style, the poet tries to explain ⁴to the reader the ups and downs of life, the diversity of people, the simplicity of surprises. Through this we see that along with the woman whose sons gave her life for the Motherland, there is also a mother who is frying in the stain of a child.

In it the bride's anguish, the smoke, In her the joyful tears of mothers,

Thirty-five years of searching for gunmen,

The countless hopes of the warrior who did not find,

Orphans who grew up without a father.

Indeed, Aydin Hojiyeva, who created the poem's back scene, describes the war scene in all its subtleties. War and soldiers are actually a whole picture. The value of the poet's poems is that in a few words he can create a complete picture of war. In his view, the war is not just ahead, there is a second war behind. In every verse of these poems, there are people who are tormented by every minute that our soldiers fight. The feelings expressed by the poet in them were very close to the hearts of millions of mothers who in those days rode their little ones into heavy fighting.

He also saddled the horse

When the roads are crowded,

When you look at him, the whole world,

When you look at the road and your eyes are full

The soil taught the mother patience,

He was defeated by the feeling of homeland.

The poet strives for a lyrical track, that is, a plot that serves to analyze the experience of the lyrical hero, the flow of the soul. By introducing two lyrical heroes into the poem, he was able to show their destiny in unison. Life, beauty, tranquility, kindness, a bright future, the joy and happiness that are most necessary for a human being are valued above all by a woman-mother. The poet approaches the fate of the child not from the mother's natural love for her child, but from a modern, concrete life. In the poem, the tragedy that was already felt lies in the tragedy that befell the mother and child. For peace to be established, the child must shield his chest for the defense of the country, along with the children of other mothers like himself.

Aydin Khojiev's war-themed poems depict the tragedies caused by war, the fates that resulted from wars, unfinished lives, sufferings, sometimes rebellions, and sometimes quiet cries in different landscapes, in the language of different images. The poet, who has always lived in harmony with his people and shared both their misfortunes and joys, can inspire in his poems the common factor that allowed us to unite our people in the struggle against fascism. The spiritual and political unity and patriotism of the Uzbek people found its fiery and impressive poetic expression in the lyrics of the People's Poet of Uzbekistan Aydin Hojiyeva. That is why today poems excite people's hearts, help us in our lives and struggles, call us to new victories in the way of happiness of the Motherland.

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THE INFLUENCE OF EXTROVERSION INTROVERSION ON LEARNING ENGLISH AS A FOREIGN LANGUAGE

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ABSTRACT

This paper is aimed to identify the key characteristics of extroversion and introversion and their impact to second language acquisition. During the research, participants would be tested by Eysenck personality questionnaire to examine their personality type. Moreover, they would be provided speaking and writing tasks in order to explore their language proficiency. The conducted research revealed that, extroverted people have more opportunity to learn a language better than introverted people. In data collection part it can be seen that, extroverted participant represented better language proficiency in terms of oral and written tasks rather than introverted participant. Even though, the introverted people might show good results in terms of listening and grammar since their attentive and concentrative abilities. However, this is unclear and contradictive issue that many linguists and psychologists argue up to the present time.

KEYWORDS: *Personality, Extroversion, Introversion And Success In Learning A Language.*

INTRODUCTION

The main individual differences that impact in acquiring a foreign language are: motivation, aptitude, intelligence, age, learning styles and strategies also other factors of personality. In this case study key characteristics of extroversion/introversion and their influence to second language learning will be illustrated. A number of researches have been conducted on this issue and principally it has been hypothesized that extroverts are better than introverts in learning a language as they attend more in classroom activities and comprise better communication skills. Even though, that supposition has not always been confirmed. The results have been different and ambiguous. The studies have shown that there is no disadvantaged type of personality. Every personality type has its own advantages in second language acquisition (SLA). In this case study a research has conducted with candidates who are preparing to take an IELTS examination. The aim of the research is to define the correlation between extroversion/ introversion and its impact in learning English as a foreign language. Initially, participants would be tested by Eysenck personality questionnaire to examine their personality type. Secondly, they would be provided speaking and writing tasks in order to explore their language proficiency. Regarding to results, it might be discovered either extroverts or introverts have success in learning English as a foreign language.

Literature review

One of the most important factors that influence success in learning foreign language is personality. Personality concerned to “stable internal factors or traits which underlie consistent individual differences in behavior. These internal factors are called traits and individuals differ in terms of the extent that they possess any given trait” (Fadi, 2003) [1]. The most frequently examined personality traits that influence in learning a second language is extroversion and introversion. These terms were obtained initially from Jung’s theories. “An extrovert is said to receive energy from outside sources, whereas an introvert is more concerned with the inner world of ideas and is more likely to be involved with solitary activities. This trait does not just describe whether the person is outgoing or shy, but considers if a person prefers working alone or feels energized working in a team” (Sharp, 2004) [2]. Many researchers have been conducted to analyze the link between extroversion/ introversion and language learning. According to Kezwer (1987) [3] some researchers have presented a clear relationship between extroversion and success in second language learning, whereas, some studies have failed to confirm any correlation among extroversion and language learning. Although some studies showed the contradict conclusion: that “there is a negative correlation between the two” (Kezwer, 1987:45) [3]. Zhang (2008) [4] informed that extroverts are eager to communicate and do not fear making mistakes, whereas introversion has negative effects in SLA. According to Erton (2010) [5], there is no important connection among personality traits and success in foreign language learning.

Extroversion

Erton (2010) [5], refers that an extroverted individual has a willing to focus on the external world of people and occasions. Extroverts dislike reading for a long time, spending their time alone, yet they are eager to communicate, going to parties and socialize. They are gregarious and outgoing. Usually extroverts have many acquaintances and friends. As being talkative, they say something without thinking before but rather they opine while communicating. Extroverts are energetic, active and frequently full of aspiration. They desire for excitements, react instantly, and are occasionally very impulsive. Although they are optimistic, sometimes they might be incursive and shift their temper very quickly. Extroverted individuals feel energized by reciprocity with a group of people. “In other words, extroverts are motivated from without and their attention is directed outward” (Zafar, 2011) [6]. McRorie et al. (2009) [7], claim that: “During conversation, extroverts tend to position themselves closer to others, and direct facial posture and eye contact is more likely to be maintained”. Extroverted people are usually very explicit, lively, they find new friends very easily and mostly take leadership positions. They are eager interacting with others, participating in activities and notably generated interpersonal relationship. They are more willing to experience things in order to comprehend them. Extroversion might also be essential point when selecting a career, as they prospect in profession which requires lots of social interaction with other people. Extroverts have a frail ability to concentrate for a long time, as much as their outgoingness and might be distracted from studies without difficulty (Zafar, 2011) [6].

Introversion

Zhang (2009) reported that, an introverted person is someone who inquisitive about his/her own thoughts and emotions than the matters outside himself. Introverts are quiet and contemplative. They dislike being in the focus of attention. Introverts have developed intrapersonal abilities. Contrasting to extroverts, introverts prefer being energized by their interior world, rather by

being with group of people. To be more precise, introverts feel very tired after visiting a party or being with a lot of people for a long time. Afterwards, they have to spend a few hours alone to retrieve their energy. They are enclosed towards every people, except their nearest friends. They prefer planning things beforehand and search for excitements. Introverted people are very responsible, serious and trustworthy. They are capable to control their emotions and willing not to show them to others. They might be pessimistic sometimes, yet they believe ethical standards. Among society, introverts feel themselves nervous and passive. However, with regard to Ostojic (1983), the IQ of introverts is high. Despite this, they are not very talkative and they often have wide word stock. They try hard to achieve their ambitions and have a great aspiration. The main characteristics of introverts are: willing to keep feelings private, outgoing only with close friends, learn better through observation, tend to increase self-knowledge and self-comprehending. It is very difficult for them to meet unknown people and make friends. Ergo, they lose much energy if they communicate with many people. They prefer to have one to one conversation rather than talking in group of people about superficial aspects, which they consider uninteresting.

Introverted people perform better in professions which do not require much social interaction, and more independent jobs. Unlike extroverts, introverts dislike being involved in different activities rather they focus one activity. They also prefer routine rather impulsive situations. According to Zafar (2011), each person is introverted or extroverted in some degree, yet not in the same degree. Furthermore, some people might be extroverted in one situation although, introverted in another.

Learner's profile

The participants of my research were two males that have been preparing to get IELTS examination. The first participant is 18 years old boy, who is the graduate of lyceum under State National University in Tashkent. His name is Ravshan and he is from traditional Kazakh family. His native language is Kazakh and he is multilingual as he speaks Russian, Uzbek and English. He has been learning English about five years. He started learning language at public school and continued at the lyceum. His level of English is Intermediate. He is interested in fishing, in as much as, he feels relaxed being in a quiet place. He is not sociable person and he has few friends as he occasionally prefers spending his time alone and works to improve his learning skills at home. Ravshan likes watching English movies and listen to songs to learn the language better. His purpose from learning English is to enter the University and travel English speaking countries. Having interviewed him I realized that he is the introverted person since, he was reserved, passive and not very talkative. The personality test which will be described further approved my reservations.

The second participant of my research is Alisher. He is 20 years old and studies at Nizomiy University. He brought up in Uzbek family and his native language is Uzbek. He also can speak Russian fluently and his level of English is intermediate. He has been learning English for nearly six years. He prefers group learning rather than individual as much as, he wants to integrate with peers. Additionally, he watches movies and read books in English to ameliorate his language skills. His favorite genre of film is detective. He is outgoing and wants to spend his time with friends. He desires to travel abroad go to sightseeing with his family or close friends. His ambitions are to achieve a good score in IELTS examination in order to enter the University to study Master's Degree. Alisher is interested in Logistics and wants to run his own company in

the future. Communicating with Alisher, it seemed that he is extroverted person, in view of the fact that he was active, lively and talkative during interview. Also he cited that he was very sociable and has many friends.

Research design

In this section the research conducted to define whether personality traits (extroversion and introversion) have impact on success in foreign language learning will be illustrated. The aim of research is to explore which personality type (extroversion/introversion) would have a statistically related with success in learning English as a foreign language. The study consisted of two stages, the first stage concludes: "The Eysenck Personality Test" was used to determine participant's personality type (extroversion/introversion). The personality questionnaire involved 22 items, which consisted of 11 items for extroversion and 11 items for introversion. Each question includes 5-point scale that, first circle means never, second circle rarely, third circle usually, fourth often and fifth always. Participants of research had to select one of the circles of each question regarding to their choice.

The second stage of research consisted of writing and speaking tests in order to observe language proficiency of participants. In writing test participants were asked to write an essay on the topic "What is the role of English in your country". Participants had to give their own opinion based on the given topic. The writing test aimed to explore grammar usage and command of language. The speaking test included the interview and the main part. Interview part involved 11 items related to background information of candidates and the main part was devoted to observe language proficiency, accuracy, fluency and as well as to know word-stock of candidates.

Data collection

The data collection started from providing to five students personality checking questionnaire by Eysenck in order to explore introverted and extroverted students. The questionnaire concluded from 22 items: 11 items for introversion, and 11 items for extroversion. It took approximately ten minutes to complete the questionnaire. The script is given in the Appendix 1 to prove the participants' results.

The results of the data analysis represented that, among five students, the three of them were introverted while two students showed the level of extroversion. The level of extroversion and introversion was examined by providing Eysenck personality test. The two participants: one extroverted and one introverted were selected for further analyzing to check their success in learning English as a foreign language. The results of the first participant from the given questionnaire were as following:

Extroversion level 32%

Introversion level 64%

The descriptive analysis indicated that the extroversion results of the first participant were low, which suggested that he was very quiet, reclusive, unassertive and private.

Introversion results were significantly high, which described that, he was insecure, anxious, emotional and worrying. Regarding to questionnaire the first participant was overly kind natured at times, and helpful at the expense of his own individual development.

The results of the second participant are the following:

Extroversion level 71%

Introversion level 29%

The results of the second participant illustrated that, the extroversion level were dramatically high, which described that he was overly talkative, sociable, outgoing and interacting at the expense too often of developing his own internally based identity and individual interests.

Introversion results were quiet low, which offered that, he was very calm, secure, relaxed and optimistic. In addition, according to test, he was trusting and helpful at the scope of his individual development.

The second observation included speaking test in order to determine the candidate's language proficiency, such as fluency and accuracy in structure. The speaking test questions are provided in the Appendix 2. The oral interview was provided in the first part of the speaking test. There is the fraction from the interview; NilufarGiyazova the interviewer and RavshanNorpyev is the candidate:

NG: So, can you introduce yourself?

RN: My name is Ravshan and I am 18 years old.

NG: What is your level of English?

RN: I think my level is Intermediate.

NG: How long have you been learning English?

RN: More than four years but I don't know the exact time.

NG: What is your native language?

RN: It is Kazakh.

NG: What other languages do you know?

RN: I can speak Uzbek, Russian and English.

NG: What is your hobby?

RN: My hobby is fishing, I think. Because I can go somewhere quiet and feel relaxed.

NG: Do you prefer learning English with group or individually?

RN: I think learning individually is better.

NG: Are you sociable person?

RN: I think not. I have a few friends and I am not very outgoing.

NG: Do you like gathering with friends or spend your time alone?

RN: Nowadays, I am not gathering with friends because I should prepare hard to IELTS examination. Mostly I spend my time at home.

NG: What helps you to learn English better?

RN: I think watching movies and listening to songs helps me to learn better.

Main part:

NG: What is your purpose from learning English?

RN: I want to travel around the world and I think English help me to do that.

NG: What are your future plans?

RN: My future plan is to enter to the University

As the oral interview indicates, this candidate is not very outgoing and sociable. He has very few friends and he prefer to stay at home rather than gathering and interacting with friends. Additionally, he stated that he prefers individual learning rather than group. It can be seen that, he is an introverted person and personality questionnaire approved it. From the language proficiency point, he could not speak at length and his speech is not clear or fluent because of repetition, self-correction or hesitation to search for relevant words. He used simple grammar structures and his pronunciation is easy to understand but with some problems.

In the following, the oral interview with the second candidate who showed the extroverted personality type, according to Eysenck personality questionnaire:

NG: Can you introduce yourself?

AT: My name is Alisher, surname is Tursunov and I am 20 years old.

NG: What is your level of English?

AT: In my opinion my level of English is Intermediate.

NG: How long have you been learning English?

AT: I suppose, I have been learning English more than five years.

NG: What is your native language and what other languages do you know?

AT: My native language is Uzbek and I am able to speak English and Russian fluently.

NG: What is your hobby?

AT: My hobby is traveling. I like to travel to other countries and visit to sightseeing places with my friends and family members.

NG: Do you prefer learning a language with group or individually?

AT: I prefer learning language with group as I like communicating and interacting with other people.

NG: Are you a sociable person?

AT: Yes, I am very sociable person and I have very many friends.

NG: Do you like going out with friends or spend your time alone?

AT: Occasionally, as I am a sociable person I like going out and spend my time with my friends.

NG: What helps you to learn English better?

AT: I watch movies and read books in English, especially I like detective films. I suppose they help me to improve my language skills.

Main part:

NG: Can you tell me, what is your purpose from learning English and what are your future plans?

AT: My purpose from learning English is to travel abroad and to get a high paid job. My future plans are first of all, to get a high score from IELTS and enter to the University for Master's Degree. Secondly, after graduating the University I want to run my own company in the field of logistics.

According to data collection, the second participant who has the extroverted personality type presented a clear and fluent speech during oral interview. His speaking is generally well organized and the ideas were well linked. He has some grammar errors but his language is easy to understand. The participant has enough vocabulary to describe his speech and pronunciation is clear.

The third observation involved writing test in order to determine participant's language proficiency regarding to grammar and word usage and sentence structure. In writing task candidates gave their own opinion about the given topic. The written essay is given in Appendix 3. The results of written test revealed that, the participant with extroverted personality could give an overview and key features are covered. The main ideas are relevant although not very well organized. He used some less common words either he made a few grammatical mistakes.

The second participant with introverted personality could give some relevant ideas related to topic, though the conclusion is not clear. The structure of the essay is not well organized. He has enough vocabulary, although he used simple and common words to illustrate his ideas. There are a few grammatical mistakes but he his view is understandable.

CONCLUSION

The present research paper aimed to define the influence of extroversion and introversion on learning English as a foreign language among Uzbek people. The conducted research revealed that, extroverted people have more opportunity to learn a language better than introverted people. In data collection part it can be seen that, extroverted participant represented better language proficiency in terms of oral and written tasks rather than introverted participant. Even though, the introverted people might show good results in terms of listening and grammar since their attentive and concentrative abilities. However, this is unclear and contradictive issue that many linguists and psychologists argue up to the present time. Several psychologists claim that introverts are more concentrated and they have better memory, while linguists argue that extroverted people's outgoing and sociable attitudes, as well as, their risk-taking abilities helps them to learn a foreign language better. Personally, I believe that, introverts also have their own upside potentials as learners and success in language learning might not be defined by one personality type. As Zafar (2011), informed that, every person is introverted and extroverted in some degree, since not in the same degree. In my opinion, the teachers ought to learn their students' personality trait and adjust their teaching methods depending on various types of personality. Further researches should be conducted in this area involving bigger groups and find out why introverts perform better than their group mates in some cases.

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DIGITAL TRANSFORMATION OF THE BANKING SYSTEM WITH THE INTRODUCTION OF BLOCKCHAIN

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ABSTRACT

This article explores the issues of the process of transforming banking sector in the context of the development of digital technologies. The main purpose of the article is to reveal that blockchain technology can be an effective tool for developing partnerships, the need for which is determined by the emergence of new business opportunities related to the sharing economy or the internet related things. Researched and carried out from the point of view of science, international and national legal acts. The issues of introducing blockchain technology in securities transactions, clearing, crowd investing, register of property and property rights, decentralized data storage, user and customer identification, smart contracts, and to confirm the validity of identification data were studied.

KEYWORDS: Digital Asset, Blockchain, Digitalization, Banking System, Property, Financial Institution, Security, Patents.

INTRODUCTION

The rapid development of scientific and technological progress is reflected in almost every sphere of human life. Countries are trying to adapt to these conditions through ongoing reforms and innovations in regulatory systems. A similar situation can be seen in our country, where attention is especially focused on the involvement of information technology, which also can be seen in a number of adopted regulatory documents. In particular, the President of the Republic of Uzbekistan, in one of his works put forward the idea of the significance and further prospects for the development of the introduction of information and communication technologies in all sectors, where it was noted: "Modernization of industries and regions, increasing their competitiveness, and developing export potential will always be in the center of our attention. For this, it is necessary to attract even more actively foreign investments, advanced technologies, including information and communication technologies, in all spheres. It is on this basis, that we will be able to achieve an increase in gross domestic product by more than 2 times by 2030."

So, for these purposes, the year 2020 was declared the Year of the Development of Science, Education and the Digital Economy. The development of the Concept of the National Strategy "Digital Uzbekistan - 2030" was started, a number of decrees and resolutions of the President

were adopted, regulating the procedure transition to a new economic order [1]. It should be noted that such changes in the economic sphere are directly related to the liberalization of entrepreneurial activity, which includes the sale of goods, works and services. This, in turn, serves to improve the culture of service and accelerate the development of the service sector, which also includes the implementation of promotional activities. The rapid spread of digital technologies, often referred to in the scientific community as the “digital revolution”, is fundamentally changing the economic structure, creating new conditions for the functioning of markets and influencing the change in the traditional business landscape.

Materials and methods

Blockchain technology is publicly and privately distributed databases containing records of every operation (transaction) ever made by members of this network. Records are combined into blocks with date and time stamps, which are protected by cryptographic keys, calculated using a special algorithm - a hash function. The hash (or key) of each block is its unique identifier and is included in the key of the next block, providing data validation. The reliability of data in the blockchain network is additionally ensured by the fact that each new participant who connects to it sees the entire chain of blocks, and any changes to the block are made with the consent of the majority of participants. Thus, in the blockchain structure, all network participants ensure cybersecurity [2].

The blockchain chain also provides for the technology of "smart" contracts, which are parts of the executable code that work when certain conditions within the chain are met. "Smart" contracts allow you to automate the actions performed by the participants of the blockchain network, for example, settlements after completing a certain task or partial payment upon completion of an agreed stage of work.

It is believed that there is no centralized control in the blockchain chain. The practical use of the technology, of course, assumes that some official organization is preparing interoperability standards and protocols for private blockchain networks used in a particular sector of the economy. [3]

Blockchain technology can be an effective tool for developing partnerships, the need for which is determined by the emergence of new business opportunities related to the sharing economy or the internet related things. Specialists use the term "industrial mashups" to describe alliances in which one or more participants use the assets or functionality of their partners to create new added value in the business. At the same time, such alliances do not affect the current use of such assets in any way (in accordance with the basic purpose).

The first versions of the blockchain involve large amounts of calculations, which is associated with the protection of blocks and the need to combine them [4]. In this regard, the performance of the blockchain network will decrease with an increase in the number of participants.

It should be taken into account that the anonymity of participants in the blockchain network is relative: all transactions are related to specific participants, so they can be easily identified by blockchain addresses. By analogy with e-mail, anonymity in the blockchain network will be possible if the participant performs certain actions that will not allow him to be identified by the blockchain address. An important feature is that if the blockchain provides an opportunity for all network participants to “see” the content of all blocks, then the so-called “block” disappears the information asymmetry with all the consequences.

In the practical implementation of blockchain technology, it should be taken into account that attackers may try to gain access to relevant information using the “vulnerable” places of the information system.

The essence of the technology, its features make it possible to formulate a methodology for its use by Developing Banks, to assess the possible consequences of the introduction of blockchain technology in the form of a sequence of actions.

Blockchain as a technology-phenomenon have moved from the stage of skepticism towards to the stage of benefits and opportunities for its practical implementation in business. Although the legal regulation of blockchain-based products and services has lagged behind the pace of development of the technology itself, such regulation already exists in one form or another in many developed legal orders. The breadth of blockchain application and its practical value in the digitalization of the modern world is obvious, although the degree of its practical implementation depends on many factors, including applicable regulatory requirements that must be met. Legislation on the protection of personal data, regulation of the activities of organizations operating in the financial sector (banks, payment systems, auction organizers, etc.), control of money laundering and terrorist funding, licensing, certification, registration. Regulatory requirements should not be forgotten when developing any products or services. Blockchain solutions and products based on it are no exception. In this regard, it is very important to have, at a minimum, a general idea of the potential legal problems that a developer may encounter, and how qualified legal assistance, can competently be resolved. [5]

More than 20 years ago, Bill Gates said, “Banking services are necessary, but banks are not”. Today, the financial institutions are under enormous pressure: the needs of the “digital” generations of customers are changing, compliance with the rules of doing business is becoming increasingly expensive [6].

Research results

Financial institutions understand that they must change. At the same time, changes can affect not only product offerings, but also lead to a significant change in the roles of the organizations themselves. We cannot look behind the Research and Development departments of financial institutions because it's a trade secret. However, according to various indirect signs, one can draw conclusions about the quality in which such structures see themselves in 5-10 years. When it comes to digital transformation, there exists several scenarios for it. You can come up with an innovative solution yourself, you can buy it on the market, or can buy a company with all its innovations and developments. Based on these three scenarios, we analyzed the work with blockchain technology in the world's largest financial institutions. We studied their patents and patent applications (“invent yourself”), their case studies (“acquire in the market”) and their investments (“acquire a company”). In this study, we discuss which attempts by financial institutions to “reinvent” themselves can lead to: what new roles they can play, what markets can appear, and how the balance of power in the financial industry will change.

The banking industry plays a vital role in determining the growth and the development of an economy. In recent years, we have seen a major reform in the banking sector around the world, namely the automation of traditional tasks for banking. Automation has become a great tool in almost every industry due to the many benefits it offers. One way to automate banking sector is

the implementation of the Blockchain system. Blockchain technology has the potential to completely change the financial industry we know and use today.

Blockchain is a technology for the formation of a distributed database consisting of blocks of information containing records created to solve applied problems [7]. The invention of this particular technology goes back to 2008, when an unknown person or group of people under the pseudonym Satoshi Nakamoto published an article “Bitcoin: A Peer-to-Peer Electronic Cash System”. Blockchain involves hashing and works according to the following principles: new information is sent to all nodes of the network, after which each of them combines it into a block. This is followed by the selection of a hash (a hash-digital string of a fixed length). Once such a hash is found, the block is sent to the network. The remaining nodes accept a new chain block that includes the cryptographically protected information of the previous block [8]. This means that each new block is attached to the previous one using complex algorithms, and in such a way, they are connected to each other. The described chain guarantees the absence of such operations as deleting, modifying or overwriting a block that contains information [9]. It is worth noting that the blockchain technology is decentralized, so even if one of the network computers is hacked or exited, this will not affect the operation of the database as a whole, whereas classic centralized database is vulnerable to such attacks. [10]

The introduction of blockchain technology in the banking sector has both advantages and disadvantages.

Blockchain technology is much more advanced than previously used banking applications. It allows:

- To register all transactions using cryptocurrency;
- Allows users to track transactions of interest, which makes the banking system very transparent.

Arises:

- The ability to conclude simple contracts automated (Smart contract);
- Cost savings for system maintenance;
- Reduces the risk of fraud;
- Increases the speed of banking operations;
- The ability to access information without connecting to the Internet, which is an advantage of the technology provided timely for data synchronization.

The disadvantages include the following aspects:

- High cost of implementation;
- A large amount of resources is needed to move from outdated technologies to new ones.
- High power consumption, and affecting the physical environment as in Uzbekistan over 80% of the energy produced by burning fossil fuels.
- And the fact that the blockchain technology in the market of the Republic of Uzbekistan appeared not so long ago, there is a drawback performance, as well as the lack of basic cryptographic tools;

CONCLUSION

Financial institutions around the world are exploring Blockchain technology, for the purpose of application in their electronic services, conducting tests with a distributed ledger, conducting proofs of concepts and publishing their results.

There are attempts to introduce blockchain technology in securities transactions, clearing, crowd investing, register of property and property rights, decentralized data storage, user and customer identification, smart contracts, and to confirm the validity of identification data. In our days, many banks use Blockchain technology and prove its effectiveness to the whole world.

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THE CONCEPT AND ORIGIN OF TOKENS (CRYPTOCURRENCIES) AND THEIR REGULATION

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ABSTRACT

This article explores the issues of the emergence and formation of cryptocurrencies and tokens, their types, the need for legal regulation of digital relations in the framework of the development of the digital economy and blockchain technologies. The main purpose of the article is to reveal the historical factors of electronic relations, the role and influence of the pandemic circumstances on cryptocurrency, the advantages in entrepreneurship and online legal relations, as well as the main problems of improving the perception and application of law associated with the digitization of data. Researched and carried out from the point of view of science, international and national legal acts. The issues of improving the understanding of cryptocurrency and the prospects for the development of these legal relations within the digital economy in accordance with the legislation of the Republic of Uzbekistan were studied.

KEYWORDS: Digital Asset, Cryptocurrency, Token, Consequences Of The Pandemic, Crypto Exchange, Property, Financial System, Investors, Cross-Border Transfers, Securities.

INTRODUCTION

Currently, the issues of regulation of cryptoassets and the digital economy are widely recognized by most countries. In addition, it is important to determine the law, the procedure for resolving disputes regarding the interpretation and application of the rules governing tokens and cryptocurrencies, given their cross-border nature. Our Republic also attaches great importance to the development of the digital economy and the areas dependent on it. This is evidenced by the Decree of the President of the Republic of Uzbekistan "On approval of the Strategy "Digital Uzbekistan-2030" and measures for its effective implementation" dated July 24, 2021, the Decree of the President of the Republic of Uzbekistan "On measures to develop the digital economy in the Republic of Uzbekistan" dated July 4, 2018 Decree of the President of the Republic of Uzbekistan "On the Development Strategy of New Uzbekistan for 2022-2026" dated February 28, 2022, Decree of the President of the Republic of Uzbekistan "On measures to organize the activities of crypto-exchanges in the Republic of Uzbekistan" dated September 03, 2018, Order of the Director of the National Project Management Agency under the President of the Republic of Uzbekistan "On amendments and additions to Appendix No. 1A of the

Regulations on the procedure for licensing the activities of crypto-exchanges” dated November 22, 2021.

At present we are living in a period when the world economy is undergoing many problems. Due to persistent COVID-19 outbreaks, limited assistance programs, and residual supply constraints, the global economic recovery is expected to be slowed. Various hazards, such as new virus strains, unpredictable inflation forecasts, and financial hardship, darken the future. The economic recovery will be more difficult than in the past if certain countries require debt restructuring. Commodity price variations may become more volatile as a result of climate change. As a result of the pandemic's growth in inequality, social tensions may worsen. These difficulties underscore the need for increased immunization coverage, debt sustainability, climate change and growing inequities, and economic diversification.

Materials and methods

Before the pandemic, humanity survived the global economic crisis of 2008 which increased distrust between government authorities and commercial banking institutions. The crisis resulted in the banking system nearly collapsing and insolvent institutions being bailed out, culminating in low interest rates, zero inflation, as well as a total absence of financial stimulus. Therefore, measures are being taken to create a whole new banking system that is not dependent on banks [1]. Furthermore, in 1994 Bill Gates claimed that while banking will be required in the future, banks themselves would become outdated [2]. Consequently, cryptocurrencies and its intended Peer-to-Peer financial system grew in popularity at a period of widespread suspicion and doubt. During this turbulent period, the first cryptocurrency as Bitcoin was developed. It allowed stakeholders including individuals and businesses to conduct transactions without relying on banks, permitting them to function outside of traditional banking [3].

All cryptocurrencies maintain similar concept of Satoshi Nakamoto who was the inventor of Bitcoin. In 2008, Nakamoto published his white paper, effectively establishing the groundwork for cryptocurrency. The fundamental features outlined in Bitcoin's whitepaper are generally the same for alternative cryptocurrencies known as alternative coins. These characteristics include having a decentralized network, using a peer-to-peer connection, requiring internet access, and incorporating cryptography into their technology and accounts [4].

Cryptocurrencies are new and cutting-edge digital money with the goal of utilizing a banking system aimed at a mass adoption strategy, displacing or replacing national sovereign fiat money, and overpowering current banking systems with a single virtual exchangeable asset that is traded worldwide and has a worldwide marketplace valuation [5]. Currently available cryptocurrencies have a number of qualities that include the following:

- It's a peer-to-peer connection and data exchange mechanism, thus it's naturally decentralized (Some exceptions exist as cryptocurrencies developed on a national scale).
- Have a total number or supply of coins that can be generated or supplied that is limited and predictable.
- Uses a public database (often referred to as a Blockchain) or server to store track of transactions and cryptocurrency transactions, minimizing repeated expenditures.
- Include a calculation mechanism, sometimes known as "Proof of Work," that proves the blockchain's integrity and the transaction data included in subsequent blocks. In most

situations, "Miners" supply processing power to the network. Because most cryptocurrencies have a finite number of coins in circulation, the algorithm's complexity and computational resource requirements scale with the number of coins mined.

- Use encryption for protected storage [6].

Bitcoin is one of the most well-known instances of cryptocurrency, but newer coins are being introduced to the market on a daily basis through Initial Coin Offerings (ICOs). The term "ICO" (Initial Coin Offerings) refers to a type of cryptocurrency used by businesses to raise funds [7]. It's worth highlighting that there are so many businesses that it's challenging for investors to identify a useful and promising idea that truly requires blockchain technology. Each startup has its own set of tokens. They, in turn, may have different issue and purpose rules. As a consequence, we have whole new digital assets. Legislators, for their meantime, are beginning to pay greater attention to ICOs, so it's important to categorize a startup's token before investing in it. Otherwise, you may have difficulties in the future while collecting the advantages of your assets. [7]

Research results

We will go through the three major kinds of tokens available and provide some examples.

Custom tokens

Custom tokens are a type of virtual currency that allows you to utilize a business or platform's services and goods. These currencies are sometimes referred to as appcoins and are similar to amusement park tokens. The most prevalent sort of token is this one. It includes current cryptocurrencies such as Bitcoin and Ethereum, as well as the majority of ICOs that produce this sort of cryptocurrency. Steemit, Brave, Adex, Sia, and others are among the latter. When a user has a user token, they may use it to pay for platform services and engage with other participants. Typically, all cryptocurrencies may be purchased and traded for other coins or fiat currency on exchanges. Mining can be used to earn some of the tokens. [8]

Share tokens

Many people relate an ICO to an initial public offering (IPO). In certain circumstances, such a comparison proves to be rather accurate. To finance new firms and expand the network, share tokens are required. They don't offer services, but they do invite you to participate in the platform's life and development. [9]

A token share is comparable to a common share. Its owner may be eligible for dividends, which are a portion of the company's net earnings. Furthermore, if a sufficient number of stocks are available, the investor can participate in the company's development by voting. In typical joint-stock companies, only significant equity holders may vote, but in an ICO, any owner of a token-share, regardless of its quantity, has the ability to vote. Of course, people who purchased more tokens during the ICO or on the stock exchange will have a greater impact on the company's future development. [10]

There are businesses that integrate many tokens at the same time. Sia is one of them. It offers a bespoke Siacoin (SC) token, as well as Siafund, which is utilized as a share token. Digital shares are only issued during the ICO and will not be issued in the future. As a result, they may only be acquired on the exchange once they have been raised. [11]

The Digix organization is another example. This platform's share token holders are eligible for prizes. The fee from operations on the Digix Network Gold network is used to provide dividends. Holders of online shares can submit suggestions for the network's growth or vote on current ones. [12]

Credit tokens

At first view, credit tokens resemble stock tokens. During the ICO, the issuing business issues a specified quantity of coin. When an investor buys a token like this, he or she receives interest for a set period of time based on the amount invested. This type of digital asset guarantees the owner to a potential return. [13]

The Steemit platform has already successfully deployed a similar method. Her voice has a Russian analogue quality to it. Users who want to share material with other members can utilize this decentralized network. The Steemit network uses credit tokens called Steem Dollars (SD), although Steem tokens are the platform's primary cryptocurrency. They may be used to buy SD cards. [14]

You can, for example, choose ZrCoin. This might not be the initial, but it is certainly one of the very first blockchain-based possibilities. Because the token is linked to real-world output, investors may utilize it in a variety of ways:

- Owners can redeem the option at any moment, receiving a refund of their investment plus interest;
- Trade for firm shares;
- Exchange for an actual product.

Because of the versatility of ICO tokens, additional forms of assets can be introduced. There is a belief that practically all assets will be digitized in a few decades, however there are several challenges. The rapid expansion of token sales has prompted some to believe that they are simply a new tool for unscrupulous persons to defraud customers, drawing the attention of authorities all around the world [15]. Regulators are just now starting to pay attention to firms that use ICOs to obtain funds. The primary stumbling block is that cryptocurrencies have yet to be assigned a legal status. They are utilized as currencies, stocks, loans, and other financial instruments, which make further regulation difficult.

Although there are currently no specific regulations governing ICOs, some organizations are refusing to take investments from US people in order to prevent negative consequences. The difficulty is that even user tokens might be regarded as shares since contributors support initiatives primarily to make a profit, but the outcome is mostly determined by the organization's founders. [16]

When it comes to regulating cryptocurrencies the EU, for example, is mostly taking a "wait and see" strategy and has been unwilling to enact any further regulations. However, the EU has the ability to mitigate particular hazards connected with cryptocurrency via regulation, since it will allow for a broader toolset managing the potential risks. Valdis Dombrovskis, the EU's financial chief, has mentioned that if an international response is not forthcoming, the EU will progress up its game and consider EU-wide regulation [17]. The EU's regulatory goals are to create a framework that allows technology to grow and thrive while also assessing the risks associated

with cryptocurrencies [18] (Suberg). Nevertheless, under the current regulatory climate in the EU, the lack of legislative clarity and consensus puts cryptocurrency users at danger.

Take into account the Eloplay platform as an example. You may use this platform to arrange e-sports competitions using decentralized funding. The project's primary audience consists of gamers, tournament organizers, and sponsors. Their token is primarily interested in gaining access to the platform in order to engage with other participants, rather than receiving immediate benefit from the purchase or sale of cryptocurrencies. [19]

Another problem with cryptocurrencies is that legislation and politicians frequently lag behind technology advances and are unsure how to control unique phenomenon in their early phases. The absence of regulatory agreement may be seen in the classification of digital currencies, where one country may define them as assets or commodities while another classifies them as money transfers or virtual products and services. As a result, the specific norms and regulations vary from country to country. Furthermore, the gap is reflected in the various legal classifications all around world, with certain nation governments classifying cryptocurrencies as lawful, while others classifying cryptocurrencies as unlawful or restricting their use. On the 19th and 20th of March, 2018, a G20 conference was convened in Argentina to address the issue of lack of regulatory agreement. The conference committed to strengthening of cryptocurrency, emphasizing the need for a comprehensive and worldwide strategy to cryptocurrency regulation [20].

CONCLUSION

Meanwhile, if cryptocurrencies are classified as securities, all investors will be subject to taxation, similar to how dividends from stocks are taxed. This, however, is not totally accurate. The main purpose of a user token is to grant access to the platform in order to use the company's products and services. And demand, which is linked to the number of individuals who are directly interested in the platform and its capabilities, already determines the value of such a coin. Given that ICOs will be strictly regulated, only the user token stands a chance of avoiding it, as it is unrelated to the company's revenue. If investors seek to make a profit during the fundraising process, this token will be purchased in the future by customers who are interested in the company's product and do not use cryptocurrencies for the purpose of earning. An analysis of all of the above factors in the formation and development of cryptocurrencies and tokens will affect the correct regulation of norms and law enforcement in the field of crypto-exchange legal relations and the digital economy.

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THE ROLE OF DIDACTIC GAMES IN THE FORMATION OF THE STUDENT'S PERSONALITY IN PRIMARY SCHOOL MOTHER TONGUE CLASSES

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ABSTRACT

This article discusses the importance of didactic games in teaching elementary school students. The early stages of school play an important role in a child's life. Therefore, the period of primary education is the most responsible period in the educational process. At this time, as the child becomes literate, his worldview is formed, the ability to think develops. During this time, every activity aimed at developing the child's mind has a great impact on the formation and development of the child's mind. Therefore, in this period, first of all, it is necessary to pay attention to the organization of the educational process in an interesting and effective way, to create and develop positive learning motives. This is because the period is characterized by the child's transition from play to mental activity, that is, to learning.

KEYWORDS: *Didactic Games, Primary School, School, Mother Tongue, Memory, Mental Activity, Knowledge.*

INTRODUCTION

Login teaching children to play has a specific educational purpose. That's the decent thing to do, and it should end there. Forms and methods of play are different from other types of education. Didactic game modes are endless; it is possible to repeat and change, to add different innovations. For example, we repeated 5-7 types of Silence games with the whole class and with some children more than 10 times. What has changed? The game was played with 5 different visual aids. As a result, the game's skills are uniform and strong, and it is possible to listen to and follow every rule of the game. Didactic games, in terms of their form, consist mainly of creative games played in kindergarten, as well as games that the teacher explains through storytelling and reinforces by asking students one by one. also differs unilaterally. Didactic games serve the purpose of teaching and are interesting, interesting and understandable. Children practice hard to

win, they become accustomed to completing each task, and as a result they become more interested in didactic tasks. Didactic games help to better understand the purpose of each lesson, the purpose and objectives of each exercise. Didactic games involve the demonstration of learning, the teacher's speech, and the children's movements, resulting in unity in cognition (visual, auditory, skin sensory cues). This encourages the children to think about what the teacher is saying and to express what is being said, that is, to follow the rules of the didactic game themselves. The structural features of didactic games in this way allow for the analysis of student performance. That's why all the kids have a lot of fun playing. [1,2]

The main part. There can be no real mental development without games. The game is a spark that sparks students' interest and curiosity. Play is a method used by adults - teachers, educators, parents - to develop certain qualities in primary school students. Through play, students facilitate the acquisition of knowledge, learn to interact with a variety of subjects, and develop a culture of communication. Through play, a child's personality is formed, which in turn develops mental qualities related to the organization of future learning and work activities and interaction with people. Through play, children learn to exist and try to change the world. In this way, the game forms the basis of human activity. In the game, a person demonstrates the ability to reflect the being. The most important part of the game is that for the first time the child needs to influence the world and is formed. During the school years, the lunar forms develop more widely. Student play is of interest to many scholars, including philosophers, sociologists, biologists, art historians, ethnographers, and especially educators and psychologists. In psychology, play is considered to be crucial in the development of the child's psyche. It is only in play that all aspects of the personality are formed in the child in unity and interaction. Didactic play is an active activity in the field of creating an imitation model of the studied events and happenings. The main difference between the game and other activities is that its subject is human activity. The main activity in the didactic game is collaborative learning. Today, under the leadership of the President of the Republic, great attention is paid to the use of computer technology, and it is necessary for a person to express himself as a user in the development of computer technology. Because the whole life of a person is to store information, to receive it. But no matter how perfect the human brain is, it cannot store all the information in its memory and pass it on to the next generation. Therefore, it is necessary to use information technology. In fact, information technology is the basis for the successful development of science and technology, the development of innovation and intellectual activity of students. [3,4]

In this regard, the use of information technology in education and upbringing has led to the need for training in order to increase the effectiveness of education. Therefore, it is important for primary school students to develop computer skills. In order to solve this problem, according to the order of the Ministry of Public Education No. 123 of June 9, 2011 on the approval of the curriculum for secondary schools for the 2011-2012 academic year, 2 The organization of computer science classes in grades 4 is shown. Fulfilling the tasks set out in the order means developing a system of using computers and information technology in primary education, increasing the level of computer literacy of students. Because this science, taught in elementary school, can teach you how to arm yourself with information technology. Today, computer technology can be used to calculate, write, read, organize, speak, draw, make models, receive information, process, and play. In this regard, it is used in the teaching of science in the primary grades to demonstrate natural phenomena through multimedia, to monitor and master the knowledge, skills and abilities of students. [5]

Summary part. The tradition of extensive use of didactic games in the teaching and upbringing of children, formed in folk pedagogy, was developed in the practical experience of teachers and in the work of scientists. Czech pedagogue Ya.A. Comenius stressed that play is the main form of a child's activity, and that it is the game that suits the nature and interests of the child. 'kidladi. It also brings them closer to their peers for a game with their peers. Didactic games are used in the upbringing of children in two ways: for the formation of a harmonious person and for narrow didactic purposes. Play is a major form of student activity. Play is one of the most important types of mental activity, in which all types of abilities are developed, the student's perception of the world around him expands, and the richness of speech increases. Didactic games have a positive effect on the development of students' various abilities, cognition, speech and attention. Nowadays, educators are creating games with ready-made content and rules. There are clear rules in games that help to develop certain qualities in a child's personality. Games with ready-made rules and content have the following features: the game is enhanced. Game idea (or task) and game effect make up game content; game effects and player relationships are governed by the rules of the game. Rules and ready-made game content help students organize the game independently. Didactic games can be divided into three types: verbal, word games, game lessons, popular action games). Great ideas and game tasks are important for didactic games. The most important element of a didactic game is its rules.

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SOCIAL PARAMETERS CHARACTERIZING PERSONALITIES OF PATIENTS WITH INCOMPLETE SUICIDES

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ABSTRACT

The growth of suicides among adolescents in our republic indicates the urgency of this problem and the need for its further study. The purpose of the study was to study the social characteristics (education, profession, marital status, family composition, family microclimate) of the personality of suicides. We studied 210(male 76-36.2%, female 134-63.8%)patients with incomplete suicides. The examination of suicides was carried out by pathopsychological, clinical and psychological, anamnestic and clinical-follow-up methods. As a result of the studies, it was revealed that the common cause of suicide is socially psychological maladaptation, arising under the influence of acute psycho-traumatic situations, impaired interaction of the person with her immediate environment.

KEYWORDS: *suicide, personality, premorbid, character, accentuation.*

INTRODUCTION

The problem of suicides remains an urgent problem all over the world, including in Uzbekistan in 2009 it was 7.8 per 100,000 populations. The increase in suicides among adolescents in our republic indicates the relevance of this problem and the need for its further study [1]. Over the past five years, the number of suicides among young people in the Andijan region has increased 3 times. [5] This is a problem not only of psychiatry, but of all medicine in general. This is the most pressing social problem. [2]

Since practically healthy and persons with borderline disorders predominated among suicides, it is of particular interest to study the psychological characteristics of the personality of suicides, as well as their social characteristics [3,8]. This is explained by the fact that suicide is an individual behavioral response, determined not only by social and environmental factors, but also by the psychological and pathopsychological characteristics of a person in extreme life circumstances [6,9].

We conditionally called the complex of biological and social characteristics of the personality of suiciders in premorbid a complex of “social premorbid” personality characteristics [4]. This complex included: character logical features of the personality, hereditary burden, as well as education, profession, marital status and age of suicides at the time of suicide [7,10].

Purpose of the study: to study the social parameters that characterizes the personality of patients with incomplete suicides (education, profession, marital status, family composition, family microclimate).

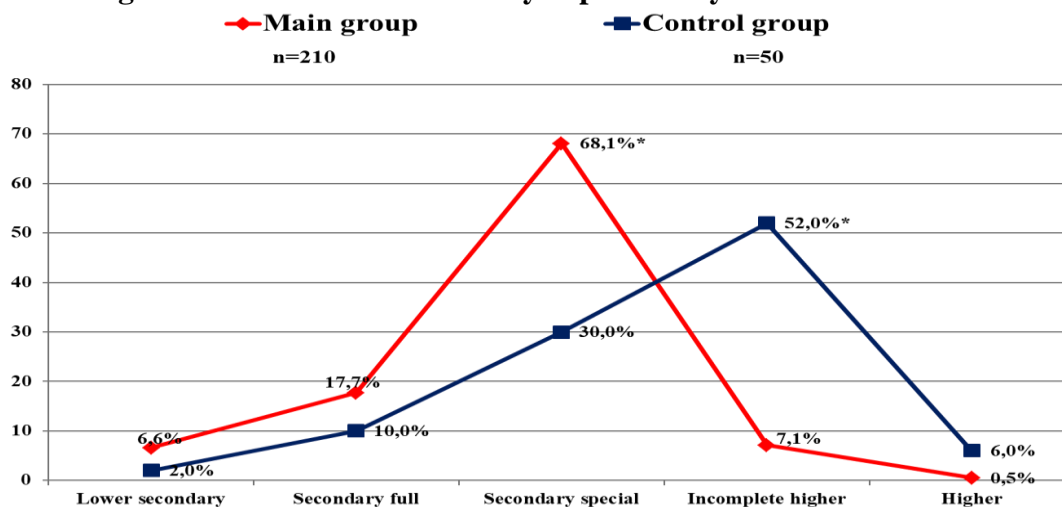
Materials and methods. To solve the tasks set, the persons who were after a suicide attempt in the toxicological, burn, neuro-reanimation and surgical departments of the Andijan branch of the RCEM were examined. We studied 210 patients with incomplete suicides. Of these, only 5 repeated a suicide attempt. According to our data, 210 suicides who attempted suicide were not under dispensary observation. The control group consists of 50 persons (healthy people - volunteers, workers, employees, students). Examination of suicides was carried out by pathopsychological, clinical-psychological, anamnestic and clinical-catamnestic methods.

Results and discussions. As the analysis of suicidal actions shows, in the suicides we examined, the suicidal behavior of most of them was associated with the impact of real, objectively and subjectively severe psycho-traumatic environmental factors that cause frustration of the vital needs of the individual and its socio-psychological maladaptation.

It should be noted that incomplete suicides are more often committed by people with low educational qualifications. It was revealed that the percentage of people with incomplete secondary education turned out to be the highest - this group is the most dangerous.

According to E. Durkheim (1912), the less a person is limited in his desires, the more difficult any restriction is for him. In his opinion, the higher the level of education, the higher the suicide rate.

Diagram #1 Distribution of surveyed persons by level of education.



According to our results, the professional affiliation of persons who have made suicidal attempts showed that they are most often observed in people with secondary education 143 (68.1%). Highly educated people are less likely to commit suicide 1 (0.5%). It should be noted that incomplete suicides are more often committed by people with low educational qualifications. Indicators of higher and incomplete higher among the control group 3 (6.0%) and 26 (52%).

One of the significant factors of suicidal risk is professional status. The probability of suicide among the unemployed is 2-3 times higher than among the employed. It was revealed that the highest percentage was 67.6% who did not have a permanent job - 16.2%, 51.4% were

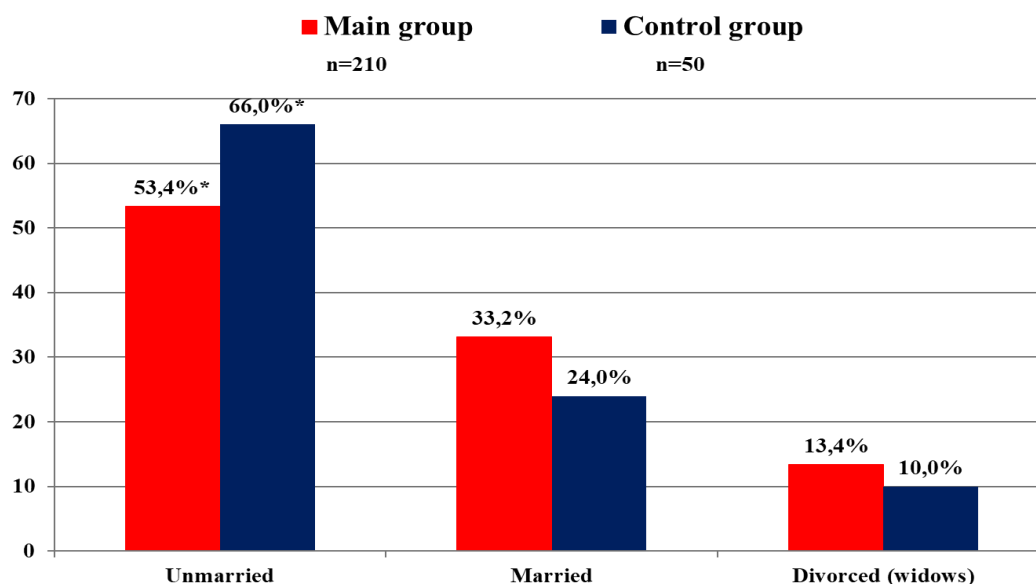
housewives with incomplete secondary education. This group is the most dangerous. The distribution of the examined persons according to the level of profession in the control group showed: teachers 2 (4.0%), nurses and paramedics 6 (12.0%), students 19 (38.0%), students 11 (22.0%), housewives, unemployed 8 (16.0%) and unskilled labor 4 (8.0%).

The study revealed a low level of satisfaction with marriage, a lack of emotional attachment, mutual understanding and support between spouses, uncertainty about the stability of marriage, and a lack of a sense of security in women who commit suicide.

The risk of suicide in married and unmarried people is currently the same, which is explained by conflict in the family. At the same time, divorce and widowhood remain suicidal risk factors. Family breakdown is also a powerful factor associated with suicide. In these individuals, voluntary departures from life are much more common.

From our results it can be seen that the largest number of suicides are unmarried and unmarried 112 (53.4%). Only 70 (33.2%) are married. Less commonly, suicidal attempts are noted among divorced 16 (7.6%) and widowed 12 (5.8%). These data reflect the population patterns of mating behavior. The number of surveyed persons, the highest indicator in the control group, is unmarried 33 (66.0%).

Diagram #2 Distributions of surveyed persons depending on marital status.



These data reflect the population patterns of mating behavior. Having analyzed the causes of suicide, personal-family conflicts and interpersonal and intrapersonal relationships came out on top.

However, for adolescents, these are most often not total violations, but violations of communication with loved ones, with the family.

It should be noted that the main causes of suicide are family and micro-social factors. Conflicts in the personal and family spheres were the predominant motives for suicidal acts. These include unfair treatment (insult, accusation, humiliation) on the part of relatives and others, lack of attention, care on the part of others. The majority of suicides (53.4%) were not married and lived

with their parents. Relations with family members were formal 137 (65.3%) and poor 55 (26.2%), frequent conflicts with parents. The relationship between parents and children has not always been normal. The immediate reasons that pushed them to give up life, as a rule, are closely connected with their immediate environment - the family. The analysis showed that the relationship with family members in the control group was good 35 (70%).

The surveyed suicides made suicide attempts for the following reasons: personal-family conflicts 129 (61.4%), 28 (13.8%) wanted to prove their significance, 27 (12.8%) misunderstanding of their feelings, 12 (5.7%) insult from others, 14 (6.7%) material and domestic difficulties.

All the results obtained were statically processed, which made it possible to check the discovered pattern and compare the main indicators with each other, that is, to determine the reliability of the influence of various factors on the prognosis of the disease, to establish the degree of this influence and to determine the nature and strength of the relationship between prognostic factors and psychopathological conditions after an incomplete suicide. , as well as to compare the indicators of psychotherapy in complex treatment and for suicides after an incomplete suicide.

CONCLUSIONS: Our studies have shown that the common cause of suicide is socio-psychological maladaptation that occurs under the influence of acute psycho-traumatic situations, violations of the interaction of the individual with his immediate environment.

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VERBALIZATION OF THE PRAGMATIC INTENTION “TO EXERT AN EMOTIONAL IMPACT ON THE READER” IN ENGLISH AND KARAKALPAK LITERARY TEXTS

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ABSTRACT

The article deals with the problem of linguopragmatic aspects of text analysis, mainly the pragmatic intention “to exert an emotional impact on the reader” through analysis of literary texts in English and Karakalpak languages. The pragmatic intention of emotional impact is mostly verbalized by the use of stylistic devices, particularly by convergence of stylistic devices, which is defined as “an accumulation of stylistic devices and expressive means within one fragment of the text.

KEYWORDS: *Emotiveness, Pragmatic Intention, Emotional Impact, Convergence Of Stylistic Devices.*

INTRODUCTION

One of the specific peculiarities of literary discourse is the factor of emotiveness and its emotional impact on the reader. Emotiveness is one of the most important components of literary communication.[1]. The process of emotional perception is reverse. It is similar to the movement through a narrow inlet of the funnel, and that causes some difficulties in perception. All this stimulates the brain activity and accelerates the effect of impact on the reader [2].

Emotiveness as a component of lexical semantics has been rather well studied. A complete account of such problems as emotive meaning of the word, emotive derivation, classification of emotives in the English word-stock and others can be found in the linguistic literature. [3].

Very often emotiveness is embodied in fictional dialogues which, as is known, reflect the peculiarities of colloquial speech. Colloquial speech in its turn is characterized by an emotional expression of thoughts [4].

Pragmatic intention can be defined as “verbalized in the text the addresser’s deliberate intention to exert impact on the addressee with the aim to cause some reconstruction in his/her world picture” [5] the general pragmatic intention of literary discourse is an aesthetic influence on the reader. However, in concrete situations the types of pragmatic intentions vary, and so does their impact. The pragmatic intention is an organizing principle of the text. It predetermines the choice of language means, structural and semantic peculiarities of the text. Therefore, authors tend to

use the pragmatic intentions of different kinds and one of them is “to exert an emotional impact on the reader”, which is, in its turn, closely connected and combined with the other types of pragmatic intention such as the pragmatic intention to interest the reader and the one to attract the addressee’s attention. The pragmatic intention of emotional impact is mostly verbalized by the use of stylistic devices, particularly by convergence of stylistic devices, which is defined as “an accumulation of stylistic devices and expressive means within one fragment of the text. Stylistic means brought together enforce both logical and emotive emphasis of each other, thus attracting attention to certain parts of the text”. In this respect it is worthy of note that emotionally charged language units, owing to sensuality of human psychics are more effective means of impact than various devices of logic.

The following fragment from *The Lovely Lady* by D.H. Lawrence can serve as a convincing example: “She really had the secret of everlasting youth; that is to say, she could don her youth again like an eagle. But she was sparing of it. She was wise enough not to try being young for too many people. Her son Robert, in the evenings, and Sir Wilfrid Knipe sometimes in the afternoon to tea; then occasional visitors on Sunday, when Robert was home — for these she was her lovely and changeless self, that age could not wither, nor custom stale; so bright and kindly and yet subtly mocking, like Mona Lisa, who knew a thing or two. But Pauline knew more, so she needn’t be smug at all. She could laugh that lovely, mocking Bacchante laugh of hers, which was at the same time never malicious, always good-naturedly tolerant, both of virtues and vices — the former, of course, taking much more tolerating. So she suggested, roguishly. Only with her niece Cecilia she did not trouble to keep up the glamour. Ciss was not very observant, anyhow; and, more than that, she was plain; more still, she was in love with Robert; and most of all, she was thirty, and dependent on her aunt Pauline. Oh, Cecilia — why make music for her?”

As we can observe, the appearance and character is described by means of convergence of stylistic devices and expressive means. Nearly all types of stylistic means are used in this fragment by which strong emotional impact is achieved: lexical stylistic devices – personification, hyperbole, epithet, antonomasia; lexico-syntactical means – simile; syntactical stylistic means – rhetorical question, litotes, anaphora, framing repetition. Specifically here significant is the role of antonomasia and allusion, being one of the intertextual markers, which has reference to the history of well-known and prominent figures and personages of literary work. For instance, character’s resemblance to Mona Lisa points out Pauline’s “bright and kindly and yet subtly mocking” personality while the use of Cleopatra’s description “age could not wither, nor custom stale” from Shakespeare’s *Antony and Cleopatra* (Act II, Scene 2) reveals her “lovely and changeless” beauty that seems to be everlasting. Such an abundance of stylistic means “creates the effect of emotional gradation, and serves the purport of a comprehensive, emotional, evaluative characterization” character’s personality and appearance. We’ll analyze the next example:

Shut up! Who let them in?! It’s unfortunate you wandered in ocean of life, as stranger in wonderland?! However, that is life – full of ironies – some of them pleasant? Some rather ugly – I’ve never thought life was a gift – it’s a burden – a sentence – cruel and unusual punishment – everybody says prayers should pray for this sinful citizens. - What has happened now, I’ll tell you! In this city, it seemed, Sodom and Gomorrah had come to a second birth. Life is here – as you said in general about it really difficult, and – easy in its plain way, - but this will end at last,

this sentence, yes, yes, this sentence – cruel and unusual punishment – MUST END. (P.James, “Wings of Eagles”).

This dialogue expresses the individual emotive perception of the notion “life”. The speech of the character is highly emotive, full of expressive means and stylistic devices: epithets: (unfortunate, pleasant, ugly, cruel, sinful, difficult, unusual); simile: (as life was a gift); allusion: (Sodom and Gomorrah); antithesis: (pleasant/ugly, difficult/easy); syntactical stylistic means: nominative sentences, gradation, repetition, rhetorical question

In Karakalpak language as in English pragmatic intention “to exert an emotional impact on the reader” is realized by the usage of expressive means and stylistic devices.

"It's a pity, it's a pity," said Ulperiendigapi. - Please, boy, how much money do you want me to bring to the place of honor and dignity?

- All right, win! - said Sherniyazerkelenkerengentur. - When you want to raise the game. It's not like anyone else.

- Hey, what if we die?

- Hey, what's wrong with us ?! - The debate turned into a lion's share. - I'm sorry, but your money is not enough?

- "It's humane," said Ulperi. "Speak up!" What do you think? [K.Rakhmanov, Aqibet]

In this dialogue the author uses first of all Karakalpak proverb "Қараешкигежанқайғы, қассапшығамалқайғы" and saying “Gumaniymannanayaradi” in order to show emotional state of characters. Secondly convergence of stylistic devices realizes the pragmatic intention to exert emotional state. So, metaphor "If you want to play", "If you want to play", "If you can't play", simile "Like a lion", "Like a squirrel", interjections Ne dep g'an'qildapotirsan 'are used to stress emotional impact on the reader.

We'll analyze next context from the novel :

"Taspolatagam's wings are full of wings," said Sherniyaz. - However, we will be stuck in a rut.

- What do you do for a living?

- he said. He did not understand that Sherniyazo's character had suddenly changed and he had lost his temper. His nose is full of tears, and if he doesn't say a lot of words to the eyes of many people, he will continue to caress them.

The end bolt is placed on the concrete like a red beet. Or does Sherniyaz sacrifice on the way to the auction and do not want to stay as long as I have not seen? In the prison "Ayranishkenkutylyp, buleginzhagalagantyptylyp". It is said that you can be satisfied as long as you are barefoot.

- Yes, brother! said Sherniyazendi, shaking his head. - Are you used to darkening the Crimea? Aren't we the only ones involved? ” [Aqibet .K.Rahmanov]

In the extract convergence of stylistic devices and phraseological units of Karakalpak people are skillfully applied by the author for realizing pragmatic intention to exert emotional impact on the reader. Epithets “awirso’z”, metaphor “somqanat”, metonymies “ko’p tin’ ko’zinshe”, simile “ jin’g’ildin’ qizilshibig’inday”, interjection”haw ag’a”, “phraseological units

“marapatqamshibasiw”, “toninteriskiyiw”, “o’n meninsa’lko’terip” periphrasis “tullanipqaldi”, “qanatlaw”, “ko’zabag’aaitiw”, “shertilipturiw”, “qurbanliqqashalip”, “jung’anawzinashpastan”, “qanaatetkende”, “qirinqaraw” “birtabaqtanqasiqatisqanadamlar”, “birpayda- payda, ekipayda-qayda”, Karakalpak proverb “Ayranişkenqutilip, sheleginjalag’antutilip”, hyperbole “paydanin’ izinejalan’ ayaqlaniptu’seberiw” undoubtedly exert emotional impact on the reader.

The survey of the linguistic literature and our own observations enable us to conclude that pragmatic intention to exert emotional impact on the reader is mostly verbalized by the use of stylistic devices, particularly by convergence of stylistic devices, and colloquial words both in English and Karakalpak languages.

One of the ways of verbalization Pragmatic intention to exert emotional impact on the reader in Karakalpak language in fictional works through phraseological units which is one of the richest national heritage of Karakalpak people. This is one of the differences from that of English.

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RATIONAL NUTRITION - IMPROVING THE PRODUCTIVITY OF CHICKEN BREEDS

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ABSTRACT

the article presents the data of biotechnology for improving the bioproductivity of chickens, egg production of the Brama breed, diet and the use of algae in their feeding. Making the best diet for chickens. The Brama breed was first introduced by breeders from Asia. They crossed Colchian and Malay chickens. This species was recorded in 1874. Antibiotics and vitamins were added to the water without fail. In the second month, chlorella (algae) was added to the water.

KEYWORDS: *Proteins, Mineral Salts, Fats, Calcium, Phosphorus, Magnesium, Malay Chickens, Brama, Chlorella, Duckweed, Fish Oil.*

INTRODUCTION

For a long time, man has been using the animal and plant world to meet his needs, conducting various experiments, scientific research along the way. Various plant varieties and animal breeds were bred, including chicken breeds. The Brama breed was first introduced by breeders from Asia. They crossed Colchian and Malay chickens. This species was recorded in 1874. [1]

An adult chicken weighs about 3.5 kg, and a rooster about 4.5 kg. The meat is very tasty and tender, belongs to the dietary subspecies. However, you should know that the taste of their meat directly depends on the diet.

Bram's chickens begin laying at about 9 months of age. During the year, a chicken can lay up to 120 eggs of excellent quality weighing 60 g. [2]

We have conducted a number of experiments to increase the productivity of breeds of bram chickens, biomass and egg production. The coop contained 7 chickens and 1 rooster. These are chicks hatched in the month of May 2021. It was recommended to feed five times a day (Table 1). For the first month we fed the chickens 3 times a day, the composition of the food was rich in starch and proteins (Table 2). [3]

1-TABLE. FEEDING CHICKENS OF THE BRAMA BREED (RECOMMENDED FEED COMPOSITION).

Feeding	Feeding time	Feed composition
First	5:30	Grain mix-wheat and millet 1:1-1/3 DV
Second	10:00	Wet mash (crushed barley, wheat flour, meat and bone meal, chalk, tricalcium phosphate, salt). Greens are added in summer, juicy food in winter
Third	12:00	Shredded greens in summer, carrots and beets in winter.
Four	15:00	wet mash
Fifth	19:00	Grain mix-wheat and millet 1:1-2/3 DV

2-TABLE. CHICKEN CROPPING.

feeding	Feeding time	Feed composition
first	08:00	Grated hard boiled egg, crushed boiled rice 1:1
second	13:00	Potato puree and warm rice 1:1
third	17:00	Compound feed for chickens

The mandatory diet included crushed rice, hard-boiled eggs and cottage cheese, 3 capsules of rib fat were added to maintain immunity. Antibiotics and vitamins were added to the water without fail. In the second month, chlorella (algae) was added to the water. For the second and third months, the diet was changed in the following order, the first feed was 8-30 algae duckweed-boiled crushed rice (Duckweed small -Lat. Lemna minor is a perennial aquatic plant, a species of the genus Duckweed. The dry matter of duckweed contains up to 38% protein, up to 5% fat, 17-23% fiber, 6% calcium, 3% phosphorus, 2% magnesium.). The duckweed aquatic plant is propagated in the laboratory at our department under the supervision of Professor S.B.Buriev. The second feed is 13-00 ready-made chicken feed, the third feed is 17-00 wet mash (boiled rice crushed-wheat shulukha-chlorella suspension). Such food was adhered to for 4 months, from the fourth month they began to add chopped greens to the diet, such as parsley, dill, also in the morning they gave chopped alfalfa branches (a cone of growth and leaves). [4]

Since the fifth month, the diet of the feed has changed. On the morning of 08-00, grated vegetables and fruits were blown with wheat husks, 500 grams of mixed dry chicken feed were added to 2 kg of vegetables. In the evening, at 17-00, porridge of boiled peel from various vegetables and fruits was added to 5 kg of porridge 500 g of mixed grain composition of wheat, arzana and crushed corn, 200 g of chlorella suspension was added. They often gave crushed alfalfa in the interval, more often in the evening before 17-00.

We achieved the following results, egg production began at 6 months, the weight became larger, food consumption became active after the addition of chlorella and alfalfa. The biomass and mass of internal organs decreased at 9 and 10 months, egg production accelerated (once a day and 23 hours) (Table 3). [5]

3-TABLE. BIOMASS AT 9 AND 10 MONTHS

Name of bodies	9 months (weight in g)	10 months (weight in g)
total weight (cleaned of feathers and innards)	2000-2300	2300-2500
muscular stomach	50	54
a heart	20	28
liver	43	49-50
egg	50-55	55-60
testicles	13-15	16-20

According to our experiments, an increase in egg production and an improvement in weight gain was determined after the abundant addition of Chlorella and Duckweed algae to the food and water of chickens, also with frequent addition of chlorella to porridge from vegetable peel and bread, egg production improved, even one chicken began to lay an egg weighing 86 g with two yolks. Now the chickens are laying every day. A chicken laying an egg with two yolks is laid every other day. [6]



Egg weight 86 g, length 9 cm and circumference 15 cm.

From the 9th month, they started adding mint, whole corn, alfalfa and algae to the diet of chickens, the results are good. [7]

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CARE OF SADDLEBAGS OF THE JAYDARI BREED

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ABSTRACT

The article provides information about the whiring, keeping and feeding queens of the Jaidarya breed. The sheep of this breed has the characteristics of generating a high hereditary potential for its productivity in conditions of good Sagittarius. Sheep of Jaydari breed meat is a domestic sheep breed with coarse wool, dumbbells, specializing in fattening.

KEYWORDS: *Living Weight Ration, Replaceable Energy, Digestible Protein, Jaidarya Breed.*

INTRODUCTION

Sheep farming plays an important role in the livestock sector of our republic, and a certain part of the meat produced in our country corresponds to this sector, therefore, the development of sheep farming on a scientific basis, the maintenance of sheep breeding in accordance with local conditions at the norm level, full-value feeding and further improvement of breeding work is one of One of the sheep breeds that are well adapted in the conditions of Uzbekistan is the sheep of the local breed of jaydari, which is distinguished from other sheep breeds by its good adaptation to the conditions of its external environment (rainy, snowy and wet cold).

The sheep of this breed has the characteristics of generating a high hereditary potential for its productivity in conditions of good Sagittarius. Sheep of Jaydari breed meat is a domestic sheep breed with coarse wool, dumbbells, specializing in fattening. These sheep are not in demand for yaylov and fertile yaylov, adapted to rural conditions, they do not quickly lose their fatness. Sheep are sexual at the age of 5-7 months. At the age of 15-18 months, it is put on the abduction. The gestation period is 145-155 days. In them, one or two pieces of lamb are obtained. The weight of the Ram is about 80-90 kg, the sovliklarniki are about 60-65 kg. Soy output is 50-55%. Sheep's wool is shaved 2 times a year – in spring and autumn. 1-4 kg of wool is obtained. Juns are used in thick movut, shawl, carpet weaving and sheepskin printing. Per year give up to 50 kg of milk (fat content 6-7%) [1].

Care and storage of chalk frosts in the experiment: in the winter and early spring, special attention was paid to the sheepskin coats, we drew attention to the fact that the bunda is made of elvizak, moisture storage and lightness of the mulch. For 2-3 days before the birth of the sheepskin sheep, the sheepskin was fed around the sheepskin, and the sheepskin was immediately introduced into the sheepskin, the sheep suspected to be born were kept in the sheepskin at night in cages. In the cages inside the barn, a place of 1,5-2,0 m/sq was allocated for a native sheep. When placing the sheepskin sheep on the folds, especially the mother sheep with the first birth were kept in separate cages, after 15-20 days from the birth of the Lambs, another

common newborn was transferred to the Department of the mother sheep, were grouped with the Lambs of coldness.

Great attention was paid to Steam gifts. During the breeding season, the feeding of the sheepdog and the newly-born mother sheep was carried out according to a strict plan. They were fed in the morning and evening with an additional 1,5-2,0 kg of quality alfalfa or natural grass hay, 300 - 400 grams of omuzhta feed and mineral feed, salts [2].

The object of the study was to obtain Soviets, which are the second period of the sheepdog of sheep belonging to the genus of the jaydari.

The purpose of the study: to examine the care, storage conditions and feeding ration of Sturgeon breed Bulldogs.

Place and methods of conducting research: the research is carried out in the experimental farm of the Research Institute of livestock and poultry in Kibray District of Tashkent region.

The norms and rations of feeding of matchmakers, the second period of their strangulation in the experimental group, were developed [3].

In the experiment, the way of weighing the living weight of the gifts on the scales was determined. The data obtained from the experiment were processed in the methods of variation statistics [4,5]. The average Arithmetic index (X) of each sign, its error (Sx), was determined.

Results from the study: due to the proper care of the throat colds of the Gazelle breed, complete satisfaction of the demand for nutrients, normal development of the fetus and the formation of healthy lambs were achieved.

Colds were fed by giving 2,0 kg of hay and 0,3 kg of barley Groats to a head account in the traditional method in the first period of exacerbation.

The formation and imbrional growth of lambs was nourished by the feeding ration of the larvae in the second period of our experiment, taking into account the direct dependence of the larvae on the state of the larvae.

TABLE 1 NUTRITION RATION OF THE SOVIETS, WHICH IS THE SECOND PERIOD OF THE STRABISMUS BELONGING TO THE GENUS JAYDARI

№	Feed type	Amount of feed	Feed unit	Exchange energy	Dry matter	Digestible protein	Na Cl	Ca	P	Carotene
		kg	kg	MJ/kg	kg	gr	gr	gr	gr	mg
1	Feed quantity		1,5	17,5	2	140	14	9,8	4,7	23
2	Alfalfa hay	0,5	0,22	3,5	415	50	-	8,5	1,1	24,5
3	Different grass hay	0,8	0,35	5,5	680	45	-	6,6	1,6	12
4	Senage (various herbs)	1	0,29	3,8	450	23	-	4,9	1,3	25
5	Wheat bran	0,1	0,08	0,94	95	10	-	0,2	0,86	0,12
6	Corn Flakes	0,45	0,6	5,8	382	33	-	0,2	2,34	0,36
7	salt	-	-	-	-	-	14	-	-	-
8	Religious phosphate	0,025							5,5	

8	Total		1,54	19,54	2022	161	14	20,4	12,7	61,98
9	the difference in relation to the quantity +		+0,04	+2	+22	+21	0	+10,6	+8	+36

According to the table, according to the ration structure, which is given to the strabismus frosts, it consists of 38% of hay, 20% of sweet food, 42% of concentrated food.

In ration, 100 kg of dry matter per living weight 3,4 kg, digestible protein corresponding to 1 nutrient Unit 104 gr, the ratio of calcium to phosphorus is 1,6:1.

TABLE 2 LIVING WEIGHT OF GIFTS IN THE EXPERIMENT

Groups	n	Living weight before weight loss, kg		Living weight after menstruation, kg		Lose weight alive	
		M±m	limit	M±m	limit	kg	%
Control	10	53,2±0,99	49,0-57,2	40,4±1,0	39,3-46,0	12,8	24,0
Experiment	10	55,4±1,14	51,3-59,5	45,0±1,2	41,3-49,0	10,4	18,7

According to the table data, colds belonging to the breed of jaydari in both groups came out of the winter, that is, they were cold in the control group from the period to the birth on average 12,8 kg, colds in the experimental group lost an average of 10,4 kg of living weight, while colds in the control group were fed with We can see that this positively affects the feeding of colostrum colds with full-value nutrients on the basis of ration. [6]

In conclusion, it should be noted that taking into account the conditions necessary to improve the conditions and quality of life. Shu bilan bir ryadda yukor generation kimatiga ega sahilar Alinib, kuychilik at the forefront of the development and national production of meat requires a well-known bir quantity kadrishga to serve pregnancy.

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THE ROLE OF LINGUISTIC MULTIMEDIA IN TEACHING UZBEK AS A FOREIGN LANGUAGE

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ABSTRACT

The article presents the experience of creating a multimedia complex in the Uzbek language for foreigners of levels A1 and A2, where special attention is paid to the coverage of national and cultural words related to the life of the Uzbek people, their traditions, national and spiritual values. This article is devoted to the use of multimedia technologies in the educational process, their influence on the formation of communicative competencies (reading, listening, speaking, writing), on the development of critical, figurative, abstract thinking of students. The intensity of learning with the help of multimedia and their effectiveness are proved. The relationship between the capabilities of multimedia, the criteria of which correspond to the linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, intrapersonal and interpersonal abilities of a person, as well as the relationship between the grammar of classical languages and the development of human thinking, is considered. The article provides a description of the psychological, didactic and technological aspects of the technological approach to teaching foreign languages and a brief overview of modern teaching technologies. Various points of view of the concept of "learning technology" are presented.

KEYWORDS: *Uzbek As A Foreign Language, Multimedia Complex, Multimedia Product, Electronic Textbook, Multilingual Dictionary, National Cultural Words, Sociocultural Knowledge, Lexical Minimum.*

INTRODUCTION

Currently, the thesis about the inseparability of learning a foreign language from familiarization with the culture of the country of the language being studied, its history, sociocultural traditions, features of the national vision of the world by the native people is generally recognized in the methodology of teaching a language as a foreign language. As Eduard Sapir wrote: "Language does not exist outside of culture, i.e. outside the socially inherited set of practical skills and ideas that characterize our way of life" [1, p.185]. In the new conditions of teaching foreign languages, the role of language as a means of intercultural communication involves the communication of linguistic personalities belonging to different linguocultural communities. Therefore, each lesson in a foreign language is a crossroads of cultures, it is the practice of intercultural communication, because each foreign word reflects a foreign world and a foreign culture: behind each there is an idea of the world conditioned by national consciousness [2, p. 99].

Radical reforms carried out in Uzbekistan in recent years and cooperation with hundreds of countries in the economic, social, cultural, scientific, educational and sports fields have led to an increase in interest in Uzbekistan and the study of the Uzbek language. Today, the Uzbek language is taught in more than 70 prestigious universities around the world, and foreign specialists, entrepreneurs and students strive to master the Uzbek language in order to cooperate with Uzbekistan in various fields in the future, which is of great importance for the development of our country and language. In this regard, one of the most pressing issues today is the creation of curricula for teaching the state language to foreigners, textbooks and teaching aids that reflect the rich historical heritage of the Uzbek people, invaluable national and spiritual values, explanatory and translation dictionaries, phrasebooks.

One of the first steps in this direction is the set of multimedia products "Uzbek language for native speakers of foreign languages", which is being prepared at the Uzbek State University of World Languages as part of an innovative project. The complex consists of an electronic textbook for levels A1 and A2, a multilingual phrase book and a dictionary of national cultural words of the Uzbek language, a set of audio and video materials.

Multimedia-based teaching aids help the student to carry out informative, introductory, training, and control functions and can be used by him both independently and under the guidance of a teacher. The effectiveness of the use of multimedia aids in the educational process is determined by a number of factors, the main of which are:

- Visual representation of language material;
- The presence of a standard that allows to assess the assimilation of educational material;
- Activation of educational and cognitive activity and increasing the motivation of students;
- Formation of stable skills and abilities;
- Development of information culture of students;
- Development of memory (visual, auditory, emotional, motor) due to the simultaneous impact of visual and audio information;
- Development of thinking (visual-dual, creative, logical);
- Activation of attention due to immersion in the real educational process, which ensures successful independent work of students [3, p.82].

In addition, the expedient practical use of educational multimedia tools is ensured by their authenticity and, as a result, the ability to introduce them to a foreign culture. Their advantage is also that they stimulate communication that is as close as possible to genuine: the student, as it were, lives through events, plays a certain role, solves problems, and expands his cognitive abilities.

The intensive development of modern telecommunications and information technologies allows them to be widely used in the practice of teaching foreign languages, directly immersing students in the linguistic and cultural environment of the language being studied. In other words, the study of a foreign language cannot be limited to its sign system, due to the fact that it carries information about the culture, history, realities and traditions of the country of the language being studied. "Teaching people to communicate..., create, and not just understand foreign speech is a difficult task, complicated by the fact that communication is not just a verbal process.

Its effectiveness, in addition to knowledge of the language, depends on many factors: the conditions and culture of communication, the rules of etiquette, knowledge of non-verbal forms of expression (facial expressions, gestures), the presence of deep background knowledge, and much more” [4, p.101].

Hence, in the teaching of foreign languages, the need to take into account a whole range of sociocultural knowledge (everyday life, living conditions, interpersonal relationships, a system of values, beliefs and relationships, body language, etiquette rules, performing rituals, etc.) is actualized.

The electronic textbook contains audio and video materials aimed at developing the skills of correct pronunciation, listening, reading and writing in the Uzbek language, which are presented in 3 parts.

In the first part of the electronic textbook, it is planned to teach the sounds of speech in the Uzbek language, their correct pronunciation and writing. This section contains audio recordings of the most active words of the Uzbek alphabet, including toponyms and national realities. These authentic materials, designed for listening, observing and pronouncing the sounds and words of the Uzbek speech, have hyperlinks to the textbook using special characters, and language learners are given texts of small dialogues aimed at mastering the orthoepic and orthographic norms of the Uzbek language.

In the electronic textbook, in brief grammatical comments, the most important rules are given in the native language of the student, definitions and explanations of the orthoepic, spelling and grammatical structure of the Uzbek language. Linguistic and cultural comments provide information about the way of life and national and cultural values of the Uzbek people.

Level A1.1 of the textbook consists of 3 sections, part 1 provides for the initial (phonetic) part of the Uzbek alphabet and the pronunciation of speech sounds, learning to read and write in the Uzbek language, mastering the minimum of active words (thematic vocabulary) necessary for basic needs. In the initial course, students get acquainted with the Republic of Uzbekistan, the Uzbek people and the Uzbek language, the main features and differences of the Uzbek language: sound composition, graphics and features due to the agglutinative system. [5]

This course is also aimed at studying the necessary vocabulary, which includes toponyms and national realities, helping students to understand the socio-geographical position of the republic, the cultural and ethnic identity of the Uzbek people. When allocating a lexical minimum for the initial level of teaching the Uzbek language to foreigners, it is advisable to take into account the following:

- take into account that this multimedia complex in the Uzbek language for foreigners is intended for adults;
- pay attention to the fact that the layer of words used in acquaintance, interaction consists of words and phrases that are widely used in the work environment and social relations;
- pay special attention to national and cultural realities, their brief description;
- provide a wide range of speech etiquette necessary for tourism (questionnaires, information);
- pay special attention to familiarization with the words necessary for professional communication in business.

The lexical minimum, of course, is structured separately for each level and covers an ever wider range. In the multilingual multimedia dictionary of national-cultural words of the Uzbek language, terms related to the socio-economic life of the Uzbek people, their traditions, national and spiritual values (for example: tandir, do'ppi, ko'rpacha, dutor, navruz, kelinsalom, atlas, palov). The interpretation of the meaning is explained in 5 languages, it is intended for their concise understanding, and in some cases for additional information.

Foreigners, studying the Uzbek language, at the same time will also get acquainted with the country, traditions and national values of the Uzbek people, master everyday speech etiquette, gradually enrich their vocabulary. The use of this multimedia complex contributes not only to the intensive assimilation of knowledge of the Uzbek language, but also to the enrichment of knowledge in the field of regional studies, linguoculturology. [6]

Information technology has now become an integral part of our lives. Now it is almost impossible to find a sphere of human activity where some of the tasks would not be solved with the help of a computer and the Internet. The active use of information technology is also observed in the field of education.

Recent achievements in the field of high technologies provide teachers with extensive opportunities to improve the educational process and transfer it to a qualitatively new basis. It became possible to transmit information by various software and hardware tools that allow you to process information in sound and visual forms, i.e., multimedia tools.

The use of multimedia technologies plays a significant role in the modern methods of teaching foreign languages. The use of electronic dictionaries, encyclopedias, interactive textbooks and manuals, games, Internet resources, simulators, electronic presentations, etc., allows you to increase the efficiency of mastering the material.

Traditionally, the process of teaching a foreign language involves the transfer of theoretical information and the development of the skills necessary for successful communication within the discipline being studied. The use of multimedia can positively affect several aspects of the educational process at once. In the conditions of the classroom form of education, the teacher does not always have the opportunity to pay due attention to each student, which leads to a loss of motivation for learning and a decrease in the level of knowledge, skills and abilities. Multimedia can be used in the context of a wide variety of learning styles and be perceived by a wide variety of people: some prefer to learn through reading, others through listening, still others through watching videos, and so on.

The use of multimedia tools in foreign language classes makes it possible to implement a student-centered approach, promotes individualization and differentiation of learning, i.e., activates the activity of students, increases interest in the subject and makes it possible to organize independent work of each student, taking into account his age, psychological characteristics and level language proficiency. "By working with multimedia tools, students can influence their own learning process, adjusting it to their individual abilities and preferences. They study exactly the material that interests them, repeat the study as many times as they need, which contributes to a more correct perception.

One of the main advantages of using multimedia tools is that they allow you to organize a variety of learning activities for students, providing various ways to expand vocabulary and get

acquainted with new patterns of statements, improve the memorability of the studied language structures and the relationship between these structures, and train certain skills and abilities.

The use of audio and video materials in the classroom (songs, educational films with various thematic orientations, news programs, TV shows, commercials, etc.) also contributes to the diversity of students' learning activities and allows you to artificially create a language environment, immerse students in the realities of another reality. countries and, thus, to form not only linguistic, but also socio-cultural competence. Multimedia technologies make it possible to make the student not only a contemplator of the finished educational material, but also a participant in its creation, transformation, and operational use.

A significant role in the process of modernization of education is played by various Internet resources. Firstly, these resources implement the principle of authenticity, which is important in the modern methodology of teaching a foreign language. The use of unadapted texts from foreign newspapers and magazines, various websites and other sources allows you to study the language in its modern functioning. Chats, various types of Internet telephony (Skype), "instant messaging" programs (ICQ, QiP), "social diaries" (LiveJournal) and "social networks" (Facebook), as well as video conferencing provide ample opportunities for effective language acquisition. These means of communication allow for "live" communication with native speakers in the situation "here and now". It also contributes to the immersion of students in the natural language environment without additional material and time costs and the formation of communicative competence.

It is important to note that Internet resources help to make the process of learning a foreign language more exciting, as they provide an opportunity for teachers to vary the ways of presenting information and make learning practically oriented. Moreover, due to the fact that Internet technologies are one of the most important sources of information in modern society, when they are included in training, students acquire the necessary skills to use Internet resources.

The introduction of computer technologies in the educational process helps not only students to improve, but also teachers, because it provides an opportunity to exchange methodological experience with foreign colleagues.

The computer is the most important information technology. The computer has a number of advantages: it combines audio-video information, textual information, the ability to record one's own voice and further self-correct pronunciation. Computer technologies can be used at all stages of learning: when presenting new material, consolidating, repeating, controlling knowledge, skills, and extracurricular activities. The use of a computer allows you to make the lesson attractive, informative for students and truly modern. This contributes to the formation of cognitive activity of schoolchildren and, accordingly, to improving the quality of knowledge. As a learning tool, a computer is able to realize all the advantages of technical learning tools (TUT). At the same time, the use of computers in the learning process is regulated by the requirements for technical devices and must comply with certain principles. In computer linguodidactics, the following principles of using TSO are considered relevant:

- Conditionality;
- Need;
- in formativeness;

- Reliability.

Computer Features:

1. Primary:

- Informative - the main advantage of a computer is the ability to store and process large amounts of information, so the PC is widely used in the process of teaching languages as an information system;

- training - the use of a computer for training in order to form strong skills has remained until recently the main area for the introduction of computer technology in the educational process in a foreign language. There are even some advantages of a personal computer compared to a teacher in the process of training and consolidating educational material: an unlimited amount of time, complete impartiality, objectivity and unlimited patience;

- controlling and correcting - the use of a personal computer for the current and final control of the results of educational activities gives the following advantages: the implementation of differentiated and individual approaches in the conditions of frontal control; implementation of strong feedback; implementation of the requirement of maximum objectivity of control; reduction of time spent on control; the release of the teacher from the laborious work of processing the results of control.

2. Minor:

- Communicative - it is possible to communicate on foreign chats;

- organizational and stimulating - at present, the computer attracts with its novelty and in itself is a stimulating factor; These advantages have contributed to the widespread use of control programs and the inclusion of control modules in most computer training programs, which provide for the automatic execution of the following operations:

1) Acceptance and recognition of the student's answer;

2) Analysis and determination of the correctness of the answer;

3) Remembering the result and / or reporting it to the student.

In relation to the student, the computer can perform numerous functions, acting as:

- Teacher;

- An expert;

- Business partner;

- Activity tool;

- Trainee.

Students can use the PC in accordance with their individual needs at various stages of work and in various capacities.

Due to the possibilities of implementing the functions of a teacher, a computer is often used in the process of independent and homework of students, in the course of autonomous language learning, in order to fill knowledge gaps for lagging students. In this situation, training and

teaching computer programs are used, specially created for educational purposes. When working independently with computer training programs (CEP), the student can:

- receive a training task;
- Request additional information necessary for its implementation;
- understand how to complete the task;
- enter the answer;
- get an analysis and evaluation of the answer.

One can even note a number of advantages of using a PC for self-study of educational material in comparison with classroom lessons with a teacher:

- Unlimited time of work, determined by the needs of the student;
- Free mode of work (selection of work time, determination of pauses in work and the rate of assimilation of the material);
- exclusion of the influence of subjective factors in the work (no bias towards any of the students, evaluation of the answer on the basis of clear criteria without comparison with the results of the work of other students, unlimited patience, non-disclosure of work shortcomings).

Many students prefer to use a computer in the process of performing "large" tasks (writing an essay, term paper, abstract) associated with writing large texts. In this situation, the computer is used as an activity partner and at the same time an information and technical support tool [8, 9].

Using computers, students:

- enter new textual information using the keyboard or use already prepared materials by scanning them or entering them into new files from diskettes;
- get access to extensive information in native and foreign languages, thanks to reference and information systems and networks, using machine translation systems if necessary;
- draw up, edit and improve written works with the help of programs such as "text editor", spellers and document templates;
- Work with interactive text generation programs and automatic text processing systems (abstracting abstracts, etc.);
- systematize and supplement textual information with tables, graphs, diagrams and drawings.

As practice shows, of all existing teaching aids, the computer best "fits" into the structure of the educational process, most fully satisfies didactic requirements and brings the process of teaching foreign languages as close as possible to real conditions.

Let's consider the main types of linguodidactic tasks that can be solved with the help of a computer, that is, the linguo-methodological possibilities of using computer learning tools in mastering aspects of the language, developing skills and abilities in various types of speech activity.

When teaching phonetics using computer learning tools, the pronunciation visualization method is often used.

When teaching grammar:

- a) The formation of receptive grammatical reading and listening skills;
- b) The formation of productive grammatical skills, mainly written speech;
- c) Control of the level of formation of grammatical skills on the basis of test programs;
- d) Provision of reference and information support.

When teaching vocabulary:

- a) Formation of receptive lexical skills of reading and listening;
- b) The formation of productive lexical skills, mainly written speech;
- c) Control of the level of formation of lexical skills on the basis of test and game computer programs using visual clarity;
- d) Expansion of passive and potential vocabularies of trainees;
- e) Provision of reference and information support (automatic dictionaries, programs for selecting synonyms and antonyms).

When learning to read:

- a) The formation of skills for establishing sound-letter correspondences;
- b) Teaching the technique of reading aloud;
- c) improving the skills of reading technique through the use of such techniques as varying the field of perception and the tempo of presentation, changing the location of the text, etc.;
- d) Consolidation of receptive lexical and grammatical reading skills;
- e) Mastering the skills of extracting semantic information of various types from the text (basic, secondary, clarifying, etc.);
- f) Training in various types of text analysis;
- g) The formation of the ability to independently overcome language difficulties;
- h) Provision of reference and information support by providing linguistic or extralinguistic information (through the use of automatic dictionaries, electronic encyclopedias);
- i) Control of the correctness and depth of understanding of the read text.

When learning to listen:

- a) The formation of phonetic listening skills;
- b) Control of the correct understanding of the listened text.

When learning to speak:

- a) The formation of phonetic speaking skills;
- b) Organization of communication in pairs and small groups using role-playing simulation programs.

When learning to translate:

- a) The formation of lexical and grammatical skills of translation;
- b) Control of the correctness of the translation;
- c) Mastering the ability to edit translation texts using text editors and machine translation systems;
- d) Provision of reference and information support (use of automatic dictionaries, glossaries, systems for selecting antonyms and synonyms) .

It should be taken into account that the introduction of information technologies in the process of teaching a foreign language culture will be successful only if the level of information culture of the teacher himself meets modern requirements. Only by mastering informatics as a science can the whole approach to the organization of the process of education and upbringing be changed.

Next, it was necessary to help the trainees understand that the word "computer" is associated not only with the word "game". Explanation of the whole variety of computer capabilities in the study of foreign languages, the formation of an "educational vector" of its use contributes to an increase in cognitive activity and, accordingly, the quality of students' knowledge. Thanks to the use of information technology, the information content of the studied material increases, which increases interest in the subject "foreign language". It becomes important to strengthen the feedback in the "student-teacher" system, which makes it possible to timely evaluate and correct the effectiveness of the learning and upbringing process [7].

It should be noted that the use of information technology has a positive effect only when combined with traditional teaching methods and techniques.

Note that the key figure in the process of introducing information technologies into the educational process is the teacher, who must have the necessary qualifications.

One of the advantages of using multimedia tools is also the fact that they contribute to the optimization of the system of control and self-control, thereby facilitating the work of the teacher, as well as developing the independence of students. Thanks to the use of computer tests, students get the opportunity to independently control the degree of assimilation of the studied material and, if necessary, repeat it.

Integrating multimedia tools into the educational process helps to save materials by the teacher and educational institutions. With the advent of computerized classrooms, multimedia aids, interactive whiteboards and other multimedia tools, the need for printed publications and additional handouts is decreasing.

It should be mentioned that the introduction of multimedia technologies into the educational process can be both positive (to contribute to the effectiveness of learning) and negative (in case of incorrect or inappropriate use of multimedia tools). It is obvious that the solution of the problems of appropriate and justified informatization of education should be carried out in a complex manner. There are two possible directions for the introduction of multimedia in the educational process. The first of them is due to the fact that "such means are included in the educational process as "supporting" means within the framework of traditional methods of the education system". In this case, multimedia resources act as a means of intensifying the

educational process, individualizing learning and partially automating the work of teachers related to taking into account, measuring and evaluating students' knowledge.

The introduction of multimedia resources in the framework of the second direction "leads to a change in the content of education, a revision of the methods and forms of organization of the educational process, the construction of holistic courses based on the use of content content of resources in individual academic disciplines". Knowledge, skills and abilities in this case are considered not as a goal, but as a means of developing the student's personality. The use of multimedia technologies will be justified if full-scale training without their use is impossible or difficult.

When using multimedia tools in the methodology of teaching a foreign language, it seems appropriate to introduce them as "supporting", and not as the main ones, since the specificity of teaching a foreign language implies the key role of a teacher who not only manages the learning process, but is also its direct participant.

It is important to emphasize that the excessive use of information technology can lead to some negative results. For example, as a result of the widespread use of multimedia, social contacts are curtailed, social interaction and communication are reduced. Communication through various communicators (Skype, Facebook) is effective, but it cannot completely replace "live" communication.

The role of multimedia means when using interactive textbooks seems to be ambiguous. Feedback in this case does not go beyond the "true-false" parameter. The interactive factor, the factor of surprise, non-standard answer, curtailment of meaning is completely excluded, which once again emphasizes the need for a teacher to participate in teaching a foreign language.

Another disadvantage of the overuse of information technology is the fact that if the student is presented with different types of information at the same time, he is distracted from some types of information in order to follow others, missing important information. Complex ways of presenting information distract students from the material being studied, which again reminds them of the need to clearly understand and be able to determine how deeply multimedia tools should be integrated into the learning process.

It should be noted that the transition to the use of multimedia tools is also associated with other kinds of difficulties: the insufficient degree of technical equipment in many educational institutions does not allow full use of the opportunities provided by information technologies. Insufficient staffing of classrooms hinders the actual use of multimedia in teaching.

In addition, any activity involving the use of technology is not without disruptions, which can lead to interruption of classes and force teachers to use additional materials.

Due to the differentiated approach to teaching, the inability to work according to a single program and the variety of multimedia tools, more time is also spent on the selection and adaptation of materials in the preparation of the lesson. In this regard, teachers need to independently model training courses.

However, at the moment, not all teachers are ready to modernize the educational process with the help of multimedia tools due to insufficient awareness in the field of computer technology. Thus, there is a need to train qualified specialists, to conduct various advanced training courses, in

which teachers will not only be introduced to technical means, but will also be taught how to create multimedia courses and use them methodically in the educational process.

It should also be emphasized that a methodological note should be drawn up for each multimedia program, which indicates what audience the program is designed for, the types of skills that are developed with its help, what educational material it is based on, how many hours it is designed for, the place of this programs in the educational process, etc., that is, "the program must have a scenario for use in order to be able to use it by other teachers" [8].

In conclusion, we note that the process of teaching a foreign language is a complex, constantly evolving system. Therefore, teachers need to use in their work the opportunities that appear in the modern world. Today they are multimedia tools. They are effective educational technologies due to their inherent qualities of interactivity, flexibility and integration of various types of educational information, as well as the ability to take into account the individual characteristics of students and help increase their motivation.

The use of multimedia technologies makes it possible to form and develop reading skills, directly using the materials of the network of varying degrees of complexity (educational and authentic materials); to form and develop listening skills based on authentic audio texts on the Internet; to improve the skills of monologue and dialogic utterance on the basis of a problematic discussion of the materials presented by the teacher or one of the students of the network, as well as to improve the skills of dialogic speech through the use of various oral communicators; improve writing skills by compiling answers to correspondence partners; replenish the vocabulary with the vocabulary of a modern foreign language, reflecting a certain stage in the development of the culture of the people, the social and political structure of society, using authentic texts from the country of the language being studied; receive cultural knowledge, including speech etiquette, features of the speech behavior of various peoples in the conditions of communication, features of the culture, traditions of the country of the language being studied.

Working with a computer contributes to an increase in interest in learning, makes it possible to regulate the presentation of educational tasks according to the degree of difficulty, and encourage correct decisions. In addition, the computer allows you to completely eliminate one of the most important reasons for a negative attitude to learning - failure due to a lack of understanding of the material, since the student is given the opportunity to use various reference books and dictionaries. Working on a computer, students get the opportunity to complete the solution of the problem, relying on the necessary help. However, it must be remembered that computer technologies do not determine the content of education - they are only an effective means of teaching a foreign language. The use of information technologies should be motivated by their necessity, and not be a tribute to fashion.

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LINGUISTIC PRESTIGE AND ANTHROPONYM/TOPONYM USE AT THE CROSSROADS OF LANGUAGES AND CULTURES

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ABSTRACT

The article reveals description of onomastics as a section of linguistics, as well as to the characterization of the position of the proper name in the language. Onomastics is regarded as a linguistic science that studies the essence of proper names, their function a specifics, origin, development and connection with all levels or tiers of language, the the oretical and practical significance of onomastic science itself, as well as its connections with other sciences. The author concludes that productivity model in addition to the name onomastic variety model itself and extra-linguistic reasons explains the essential similarity of terms and proper names. The term and name your own discover similarities nominative function and, therefore, the proper name is a convenient way of naming the special items, resulting in relatively wide use of anthroponymy and to ponyms with in a model of the education of the onomastic terms.

KEYWORDS: *Onomastics, Onomastic System, Proper Names, Motifs Of Nomination, Onima, Toponyms, Anthroponymics.*

INTRODUCTION

Despite the fact that proper names have been the subject of attention of scientists since ancient times both in the East and in the West, onomastics as a branch of linguistics that studies proper names received the status of a science only in the 30s of the XIX century. The famous Russian scientist-onomast N.V. Podolskaya gives the following definition of onomastics: “onomastics is a branch of linguistics that studies any proper names” [1, p. 97].

All proper names that exist at a given time among a given people constitute its onomastic space [2, p. 50]. This space is heterogeneous, it includes many fragments studied by various sections of the science of proper names. These sections of onomastics were most fully described by authoritative Russian scientists-onomasts (see, for example, the works of A.V. Superanskaya, RS. Gilyarevsky, L.A. Vvedenskaya, N.P. Kolesnikov, I.S. Karabulatova, A.A. Isakova, N.V. Podolskaya, Z.P. Komolova and others).

The object of study of onomastics is the history of the origin of the name and the motives of the nomination, their formation in any class of onyms (a set of proper names), transitions of onyms that are different in nature and form, word-building, semantic and typological features of the formation of proper names.

The term onomastics has two meanings. It designates the complex science of proper names and the proper names themselves. Onomastics as a linguistic science deals with the study of the essence of proper names, their functional specifics, the emergence, development and connection with all levels, or tiers of the language, the theoretical and practical significance of the onomastic science itself, as well as its connections with other sciences.

And since onomastics arose at the intersection of sciences, it is distinguished by its extremely complex subject matter. The linguistic component dominates in onomastics not only because the information of each name is obtained using linguistic means. However, if onomastics were limited to only a linguistic component, there would be no reason to single it out as a separate discipline. The specificity lies in the fact that the subject, which is linguistic at its core, also includes ethnographic, historical, geographical, sociological, literary components that help the linguist to highlight the specifics of named objects and the traditions associated with their naming.

Onomastics is connected with all spheres of human life and activity. Wherever selection is required for identification or individualization, a person uses proper names as the most convenient way to select an object.

For onomastics as a set of names surrounding us in any sphere of life and activity, the term onomia is used as a collective term for anthroponymy, toponymy and other sectors of onomastic vocabulary.

Traditionally, onomastics is divided into two large classes depending on the belonging of the object of study.

Anthroponymy is a section of onomastics that studies anthroponyms - the proper naming of people: personal names, patronymics (patronymics or other paternal names), surnames, generic names, nicknames and pseudonyms (individual or group), cryptonyms (hidden names). Anthroponyms of literary works, names of heroes in folklore, myths and fairy tales are also studied. Anthroponymy distinguishes common and canonical personal names, as well as various forms of one name: literary and dialectal, official and unofficial. Each ethnic group in each era has its own anthroponymic register of personal names.

An anthroponym is a word that obeys the laws of the language and is studied by linguistic methods. An anthroponym, especially a personal name, differs from many other proper names (onyms) in the nature of the individualization of the object: each object of the nomination (person) has a name. The second section of onomastics is toponymy. Toponymy is a section of onomastics that studies geographical names (toponyms), their functioning, meaning and origin, structure, distribution area, development and change over time.

Based on the size of objects, two main tiers of toponymy are established:

- 1) macrotoponymy - the names of large natural or man-made objects and administrative associations;
- 2) microtoponymy - individualized names of small geographical objects, especially the local landscape.

Toponymic material, with all the complexity of its phonetic, morphological and semantic structure, is in principle amenable to formalization. Each toponym is a word (simple, complex,

suffixal) or a phrase that functions as the name of a particular geographical object. Thus, a toponym has a sum of fixed features that can be formalized: graphic, structural, semantic, and geographical.

The semantic features of toponymy are manifested in the lexical meanings of the lexemes involved in the formation of toponyms. If the structure of toponyms is determined mainly by intralinguistic factors, then their semantics largely depends on extralinguistic factors. These include the environment (landscape with its flora and fauna), and human economic activity, its cosmogonic ideas and aesthetic values. In general, it can be said that the historical worldview of a person is revealed in the semantics of toponyms. In accordance with this, according to the semantic principle, it is customary to divide all toponyms into two groups:

- 1) names that reflect the physical and geographical features of the object and
- 2) names that are directly related to practical human activities. Depending on the linguistic features of proper names, onomastics is divided into literary (the area of the literary language) and dialectal; real and poetic (i.e. onomastics of literary texts), modern and historical, theoretical and applied.

One of the universal properties of toponymy is the ability to transfer the name of one object to another. As a rule, the names of landscape objects are chronologically older; often these names are left by predecessors. The names of settlements are attached to these well-known landmarks.

The process of transferring the name leads to the transformation of the toponym, although there are no structural changes in the toponym at first glance. In essence, the original model of the toponym is violated. The model that was formed and functions during the entire period of the formation of the Finno-Ugric languages at the appellative level, and then at the toponymic level, ceases to work. In the complex name of the new object, the determinant disappears, i.e. the name of the object. The extralinguistic factor - the transfer of the name collides with the linguistic - the structural model of the toponym. When collecting material on toponymy, it is extremely important to record from informants, if this does not follow from the structure and semantics of the toponym, information about the origin of the toponym. This information will help shed light on clarifying the etymology and motivation of the toponym. Further, they together, like nothing else, reflect folk psychology in an unpretentious, often naive form. Folk etymology testifies to the ideas, dreams, aspirations of the people.

Toponyms are not only signs of objects, individualizing, identifying objects from their own kind. They carry the stamp of the culture of the people, their history, reflect the habitat, landscape, fauna, flora, climatic features. Therefore, in the study of toponymy, along with identifying the role of a toponym as a historical document and a manifestation of folk culture, it is important to establish a correlation between geographical nomenclature and landscape features.

L.A. Vvedenskaya and N.P. Kolesnikov developed a similar classification of proper names. So, they proposed to divide the onomastic space into anthroponyms, toponyms, oronyms, speleonyms (names of caves, grottoes, abysses, wells, for example, the Wishing Well), hydronyms, drimonims (names of the forest, forest, grove), oikonoms (place names, e.g. Seattle), urbanonyms (names of intracity objects: streets, squares, lanes, embankments, avenues, monuments, theaters, museums, hotels. e.g. Hollywood Boulevard, Magnolia Street, Chinese Theatre), cosmonyms and astronoms, zoonoms, chrononyms, anemones (proper names for natural disasters such as Hurricane Katrina or Typhoon Bertha) [3, p. 8 - 12].

A. Bach, in addition to the onomastic units listed above, highlights the names of actions (dances, games); names of thoughts, ideas, literary works, etc.; as well as the names of musical motifs and works, while not offering any separate term to denote the marked lexical units [2, p. 73 - 217].

Onomastics is connected with all spheres of human life and activity. Wherever selection is required for identification or individualization, a person uses proper names as the most convenient way to select an object.

Names and titles make up a significant part of the vocabulary of any language. Proper names in their own way reflect the history, religious beliefs and culture of the country to which they belong.

The emergence and development of proper names as a socio-historical and linguistic category is closely connected with the main stages of the socio-economic development of mankind.

Many proper names represent a layer of international vocabulary, which are often equally significant for different languages. They have properties and characteristics that for the most part remain the same no matter what language they are used in.

There are various theories of the semantics of the proper name. D.I. Ermolovich divides the linguistic concepts of proper names conditionally into three groups:

- 1) "Theory of a distinctive form";
- 2) "The theory of prior knowledge";
- 3) "The theory of linguistic individualization" [4, p. 150].

A proper name can become a carrier of new, additional information under two conditions:

- 1) If it accumulates the meanings of previous contexts (linguistic or extralinguistic) and
- 2) If conditions are created in the text for the reader to perceive these new semantic features. A proper name is characterized by its system of associative links, which reveal the meaning of each specific use of the name.

Proper names are a kind of lexical and grammatical category, which is studied by science in various aspects.

Anthroponymists consider the specifics of an anthroponym as a linguistic category, the structure of its meaning, the degree of motivation of the anthroponym semantics, the functions of anthroponyms in language and speech. The official and unofficial forms of anthroponyms, their stylistic differentiation, productive ways of forming surnames and given names in the Russian language, anthroponymy in territorial and social dialects are considered [5, p. 4].

Proper names as a subject of onomastics are units of language, speech (words and substantiated phrases) that serve to emphasize the specific naming of individual objects in reality and as a result of such specialization, which have developed some features in meaning, grammatical design and functioning. The purpose of the common noun is to express the concept of a certain class of objects and to name one or more specific objects of this class. Appointment of a proper name to name a certain object, correlating it with a class of the same type or related objects. In the common word in the foreground - the expression of the concept, in the second - the designation of the subject, in the proper name in the foreground - the selection of the subject, in the second - the correlation of the subject with its like.

For a common noun, the designation of a concept is obligatory and optionally the naming of a specific subject, for a proper name, the naming of a specific subject is mandatory and optionally its (subject) conceptual correlation.

For onomastics as a set of names surrounding us in any sphere of life and activity, the term onymy is used as a collective term for anthroponymy, toponymy and other sectors of onomastic vocabulary.

A.V. Superanskaya identifies three features with which you can distinguish between proper names and common nouns: "The main distinguishing features of a proper name are that

- 1) It is given to an individual object, and not to a class that has a feature characteristic of all individuals included in this class;
- 2) Referred to by a proper name is always clearly defined, limited, delineated;
- 3) The name is not directly related to the concept and does not have a clear and unambiguous connotation at the language level. Common nouns are characterized by: a weakened connection with the concept, a designation of a class of objects, a close connection with the named object" [2, p. 177].

N.V. Podolskaya believes that the functional differences between proper names and common nouns are undeniable, but they do not go along the line of generalization - individualization, but along the line of separation - association: "proper names separate their own objects, and common nouns unite them" [1, p. 32 - 33].

The functional approach to the distinction between a proper name and a common noun seems to be the least controversial, since the specificity of a proper name, which is manifested primarily in the features of functioning, determines the features of their semantics.

Unlike common lexicon, which usually has a fairly clear structured character, anthropomic lexicon often does not have such a feature. This is due primarily to heterogeneity in terms of its origin. The naming system of any language includes new and old names created in the given language and borrowed. Thus, it is obvious that the object of study of onomastics is traditionally proper names that distinguish the denotation from the class of others not only naming the object, but also expressing the concept of it.

Onomastic space, that is, the world of proper names surrounding a person, placed together with named objects in real earthly or near-earth space, as well as in fictional or hypothetical space, is a continuous series of imperceptibly changing types. Any non-random set of language units, their structured set can be represented as a field, if we accept the point of view of L.A. Novikov that this term denotes "... some organized space of particles, a set of elements, units, within which the laws of their systematization and functioning are realized" [6, p. 3].

Considering that a proper name is predominantly an anthroponym, and other names are, as it were, likened to it or equated to it, then the central place in the onomastic space (field) should be assigned to anthroponyms. The perinuclear space (field) is represented by anthroponymic categories (theonyms, mythonyms, zoonyms). Toponymy and cosmonymy have a nuclear-peripheral representation depending on such extralinguistic factors as the size of the named object, the degree of recognition of a proper name.

The productivity of the onomastic model in naming, in addition to the diversity of the model itself and extralinguistic reasons, is explained by the essential similarity of terms and proper names. The term and the proper name reveal the similarity of the nominative function and, therefore, the proper name is a convenient means of naming special objects, which is manifested in the relatively wide use of anthroponyms and toponyms within the onomastic model of term formation.

Based on the similarity of the term and the name, it is possible to single out a number of features inherent in the term and the name formed according to the onomastic model:

- 1) Belonging to a certain branch of knowledge;
- 2) The presence of definitions, which often explain the etymology of the formation of the term according to the onomastic model;
- 3) Tendencies towards monosemanticity, reinforced by the presence of a proper name in the structure of the term;
- 4) Stylistic neutrality and lack of expression, prevailing over the figurative associations that arise when decoding the proper name underlying the term.

Thus, the fundamental features that affect the nature of the functioning and features of a linguistic phenomenon in the field of onomastics are the essence and main features of the object of linguistic research.

Anthroponymy (from the Greek *anthropos* - a person and *onima* - a name) - a section of onomastics that studies anthroponyms - people's own naming: personal names, patronymics (names after the father), surnames, generic names, nicknames and pseudonyms (individual or group), cryptonyms (hidden names), anthroponyms of literary works (literary anthroponymy), heroes in folklore, in myths and fairy tales. Anthroponymy distinguishes between folk and canonical personal names, as well as various forms of one name: literary and dialect, official and unofficial. Each ethnic group in each era has its own anthroponymicon - a register of personal names. The set of anthroponyms is called anthroponymy.

An anthroponym, especially a personal name, differs from many other proper names (onyms) by the nature of the individualization of the object: each object of the nomination (person) has a name. The registry of names is limited. Personal names are repeated, which makes it necessary to give additional names. The official naming of a person in a developed society has its own name formula: a certain order of anthroponyms and common nouns (этнонимов, названий родства, специальности, родазанятий, званий, титулов, чиновит. п.). The constant name formula was already known in ancient Rome: *praenomen* (personal name) + *nomen* (generic name) + *cognomen* (nickname, later family name) + (sometimes) *agnomen* (additional name), for example, *Publius Cornelius Scipio Africanus major*. In India, this formula consists of three (rarely more) components: 1st - depending on the horoscope, 2nd - an indicator of gender or belonging to a religious sect, 3rd - the name of the caste or instead of a pseudonym; for example, the name *Рабиндранат Тагор* has the following components: *Рабиндра* (Бог Солнца), *Намх* (муж), *Тхакур* (каста землевладельцев). The form of naming a person depends on speech etiquette.

Anthroponymy studies the information that a name can carry: a characteristic of human qualities, a person's connection with a father, clan, family, information about nationality, occupation,

origin from any locality, estate, caste. Anthroponymy studies the functions of an anthroponym in speech - nomination, identification, differentiation, change of names, which is associated with age, a change in social or family status, life among people of a different nationality, joining secret societies, converting to another faith, tabooing, etc. Specific features are studied names in the era of socialism due to the introduction of new concepts into the ideology of society, which provided the basis for new names.

The subject of theoretical anthroponymy is the patterns of emergence and development of anthroponyms, their structure, anthroponymic system, models of anthroponyms, historical layers in the anthroponymy of a particular ethnic group, the interaction of languages in anthroponymy, universals. Theoretical anthroponymy uses the same research methods as other sections of onomastics (special conditions, motives and circumstances for naming people are taken into account - social conditions, customs, the influence of fashion, religion, etc.).

Applied anthroponymy studies the problems of the norm in names, ways of transferring one name in different languages; contributes to the creation of anthroponymic dictionaries. The anthroponymist helps in the work of the registry office, in choosing names, in resolving some controversial legal issues of naming a person. Anthroponymy is closely connected with history, ethnography, geography, anthropology, genealogy, hagiography, literary criticism, folklore, cultural studies. Anthroponymy emerged from onomastics in the 1960s and 1970s. 20th century, however, a number of problems are considered comprehensively. Until the 60s. 20th century instead of the term “anthroponymy”, many researchers used the term “onomastics” [1, 36-37].

In the modern Russian anthroponymic system, each person has a personal name (selected from a limited list), patronymic and surname (the possible number of the latter is practically unlimited). There were and still are other anthroponymic systems: in Ancient Rome, every man had a premen - a personal name (there were only 18 of them), a nomen - a family name, inherited, and a cognomen - a name, inherited, characterizing a branch of the family. In modern Spain and Portugal, a person usually has several personal names (from the Catholic church list), paternal and maternal surnames. In Iceland, each person has a personal name (from a limited list) and instead of a surname, it is derived from the name of the father. In China, Korea, Vietnam, a person's name is made up of a one-syllable surname (in different eras there were from 100 to 400) and a personal name, usually consisting of two one-syllable morphemes, and the number of personal names is unlimited. A special place in anthroponymic systems is occupied by hypocoristics (affectionate and diminutive names - Russian Машенька, Петя, English Bill and Davy), as well as pseudonyms and nicknames. [7]

The data of anthroponymy are also essential for other sections of linguistics, sociology, and the history of peoples.

Proper names can be a kind of information markers of an individual and reflect the world in which a person exists. Smolensk philologists explore the history, the formation of structural models and the role of proper names in the development of Slavic society. The popularization of onomastics - the science of proper names - helps to strengthen domestic historical traditions and foster interest in the history of the Russian literary language and Russian literature.

The value attitude to the Russian language and the possibility of national self-identification are formed by preserving knowledge about folk traditions and customs. First of all, knowledge related to the reflection of history and culture in the language. Onomastics helps to familiarize

with traditional universal values and introduces the history of the language and the people. Proper names act as a key to understanding mentality and recreating, on the basis of linguistic information, information about the life of the generation of ancestors. For example, anthroponyms - personal names, nicknames, surnames of people - characterize a person's belonging to a particular locality, his professional hierarchy and, of course, determine his ancestral roots. Toponyms (geographical names) speak of the natural diversity of the region and at the same time contain folk wisdom. So, proper names reflect the ideas and worldviews of the people and their character. [8]

The Smolensk onomastic school was established about 15 years ago on the basis of the Smolensk State University. In 2010, the school was announced as an official association of Smolensk onomasts. Its work is headed by Doctor of Philology, Professor Inna Alexandrovna Koroleva, who back in 2000 defended one of the first doctoral dissertations in Russia on anthroponymy - "The Formation of the Russian Anthroponymic System" at the Moscow Pedagogical State University. Today, within the framework of the Smolensk onomastic school, professors N.A. Maksimchuk, V.S. Kartavenko, L.Z. Boyarinov. Onomasts from other educational institutions of the city, mainly former graduate students I.A. Koroleva and N.A. Maksimchuk, now teaching at the Smolensk State Institute of Arts, the Smolensk Agricultural Institute, the Military Academy, the Smolensk Lyceum named after Cyril and Methodius, the Smolensk Medical University and some other educational institutions: Candidates of Sciences N.V. Bubnova, A.N. Solovyov, N.V. Lange, E.I. Popova, O.P. Aldinger, D.V. Buteev, O.V. Ivanov (they already have their students working on onomastics within the walls of their educational institutions and popularizing the fascinating science of proper names). Within the walls of Smolensk State University, a lot of work is being done with students and undergraduates in terms of onomastic research. [9]

As Professor Koroleva notes, "there are many areas of work, everyone finds their own interests: anthroponymy, toponymy, literary onomastics, onomastics of the Russian-Belarusian border area, work on genealogies, historical and cultural research in the field of proper names. Every year, within the walls of Smolensk State University, an international scientific conference "Onomastics in Smolensk and Vitebsk: problems and prospects for research" is held. The last one took place online in April 2020. A collection of conference materials has been published. Two student conferences were held in 2019 and 2020: "Student onomastics in Smolensk and Vitebsk: problems and prospects for research." The interest of the students is huge: about 50 people took part in the last conference. Student scientific collections are also issued, although they are electronic. Cooperation is conducted with the Department of General and Russian Linguistics of Vitebsk State University named after P.M. Masherova. Representatives of Mogilev State University named after A.A. Kuleshova. We have been cooperating with Vitebsk University since 2010."

The onomastic search of philologists is based on the following sources: archival materials (mainly business), lexicographic works, materials of monographs, scientific articles, dissertations. For example, in 2018 Professor Koroleva's book "Smolensk nobility in historical, cultural and linguistic coverage" was published, which is completely written on archival materials of various kinds. As the author emphasizes, "all observations and conclusions must be reliable and have a base, and not be taken from the ceiling, which is often the sin of popular onomastic works." [10]

According to the head of the Smolensk onomastic school, Inna Koroleva, “today, in society, attention to the human personality is being updated in various areas. For the person himself, his personal identifiers are very significant. Relatively speaking, markers, signs with which he stands out in society. And these are proper names. First of all, anthroponyms, that is, personal names, patronymics, surnames, nicknames, in Internet communication - nicknames. Toponyms are also significant, that is, proper names denoting geographical names: the place of birth of a person, his small homeland, place of residence, that is, the names of cities, towns, streets, etc. A significant part of Russians began to take an interest in their genealogies, and these are the same generic names (surnames, first names, nicknames) and generic origins in geography (places of birth of ancestors, their migration, etc.). Even not very linguistically trained people have questions: what does my last name mean? Name? How did the village (city) in which I was born appear? Live? How did my street name come about? Why is it called the city garden (square), etc. Examples can be given when public opinion (social survey) determined the renaming or non-renaming of a particular geographical object (ГагаринилиГжатск, ТверьилиКалининидр.). All this is dealt with by a special scientific field of knowledge - onomastics. Scientists-onomasts (or onomatologists, the term is newer and being introduced into scientific use today), taking into account the needs of society, are engaged in diverse onomastic research, both scientific and popularizing work (popular articles, websites, headings in newspapers, programs on the radio, etc.). There are dictionaries of surnames, names, nicknames, both all-Russian and regional. The problem of “fashion in onomastics” is being actively discussed (how to name a child, give a name to a new street, how to write and decline surnames, etc.)”.

The scientific interest of Professor Koroleva lies in various sections of onomastic research. For example, in anthroponymy - a system of proper names, the study of which is directly related to the history of the Russian people and the development of the Russian language. Thus, a detailed description of the family system shows that Smolensk surnames can be formed from the names of professions or have dialectal bases, or common roots with Belarusian surnames. In order to understand how the main anthroponymic categories - first name, patronymic, last name - developed, Inna Koroleva put forward a concept about the origin of surnames and patronymics in Russia based on naming names for the head of the family. [11]

The next section of onomastics, which the Smolensk philologist deals with, is toponymic vocabulary (geographical names). According to the scientist, toponyms contain data of the most diverse order, for example, linguistic, historical, cultural, ethnographic. That is, Professor Koroleva considers toponymic vocabulary as a collapsed linguocultural code.

In addition, a separate place among toponyms is occupied by regional hydronyms (in particular, microhydronyms), which also contain linguistic, historical and cultural information.

According to the scientist, “hydronyms and toponyms are practically a single whole, according to large classifications of proper names they are united. Man in ancient times settled along the rivers, these are the waterways to the world, the origins of the economic activity of people. Often villages were named after the names of water bodies. Moreover, both large rivers and small streams are important, the names of which are not on the maps. The Smolensk region is a water region, many rivers and lakes. Naturally, hydronyms are very ancient names, their study greatly enriches toponymy as a field of knowledge.

Toponyms can participate in the disclosure of the main themes of the time and era. This can be traced in literary works, where a writer or poet, through toponymic vocabulary, expresses his

attitude towards his small homeland and the country as a whole. Professor Inna Koroleva focuses on proper names in literary texts, in particular in the works of the Smolensk Poetry School.

The versatile research interest of Smolensk scientists reveals the dynamics of the Russian language in the system of various socio-historical phenomena and processes of society. The study of proper names helps to restore the picture of a past life and learn about the culture, life and traditions of ancestors.

The work of scientists from the Smolensk onomastic school confirms that the collected lexical material indicates the possibility of studying the process of language formation at the regional level in the context of the all-Russian and is conditioned by geographical features and patterns of the historical development of the Russian state. Proper names act as evidence of Russian folk culture, reflect the spiritual values of the Russian people.

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**STEREOTYPES OF BEAUTY IN THE RUSSIAN AND UZBEK
LINGUOCULTURES (BY THE MATERIAL OF PROVERBS OF THE
RUSSIAN AND UZBEK LANGUAGES)**

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ABSTRACT

Analysis of the concept "beauty" in the Uzbek and Russian proverbial language picture of the world showed that in the semantic field of national values in both languages, "beauty" is divided into the following thematic groups: 1. Possession of beauty. 2. Attractive force, a good phenomenon, desired by the heart and soul. 3. Clean and flawless. 4. Unprecedented, amazing. 5. Attitude to others / to yourself. The semantic features of the language units representing the concept of "Beauty" in both proverbial language pictures of the world are anthropocentric, personal-individual, value-evaluative and emotional-evaluative. In the concept of "Beauty" each semantic feature is realized through linguistic units characteristic of a particular language.

KEYWORDS: *Concept, Stereotypes, Proverbial Language Picture Of The World, Aesthetic Assessment Of A Person, Representation, Anthropocentric, Personal-Individual, Value-Evaluative, Emotional-Evaluative, Values.*

INTRODUCTION

The scope of using the portrait characteristics of a person is quite wide, it includes various areas of science, art, and human communication. The description of a person's appearance occupies an important place in the ethical and aesthetic picture of the world of any nation. The need to use a portrait description often arises in the process of communication. At the same time, ideas about a person's appearance and the criteria for its assessment change over time. For this reason, it is interesting to turn to proverbial texts that describe the characteristic features and memorable features of a person's appearance from the point of view of naive consciousness. This feature of perception during the interaction and communication of people is universal for representatives of any nationality. But the idea of a person's beauty, the standards (stereotypes and symbols) of beauty are different for representatives of different cultures, which also determines the use of different language means in assessing a person's appearance.

Proverbs, being an obligatory component of any national language, accumulate and pass on folk wisdom from generation to generation. In the presence of common features, proverbs are distinguished by their national and cultural identity. The difficulty in understanding paroemia material lies in the fact that the words included in their composition and reflecting the same realities for different peoples act as carriers of different meanings, serve as exponents of certain symbols, standards, stereotypes, concepts.

Discrepancies in the understanding of national realities are due to the peculiarities of the climate, geographical location, historical and cultural originality, peculiarities of the way of life of a particular people.

The linguocultural aspect of the reflection of the aesthetic evaluation of a person in the proverbial linguistic picture of the world from the point of view of the axiological approach delimits the concepts of value / value attitude and evaluation. The process of conceptualization of the surrounding world by native speakers of a certain linguistic culture, including values and evaluation, is verbalized and reflected in the proverbial linguistic picture of the world. The aesthetic evaluation of a person includes a system of values, both universal, worldview, and values inherent in a certain linguistic culture [1]. The degree of subjectivity of the aesthetic assessment depends on the native speaker, the peculiarities of his perception of the world around him as a member of a particular linguistic culture, then its comprehension of the aesthetic assessment of a person in the proverbial language picture of the world occurs in the process of processes aimed at interaction: the concept sphere as a set of cultural concepts representing cognitive base of concepts; stereotypes as traditional ideas about a person, his activities, etc., fixed in a certain linguistic culture; the system of values that exists in the minds of native speakers of a certain linguistic culture; proverbial fund of the language, including proverbs of a certain linguistic culture [2].

Beauty is one of the most important human values. In philosophy, beauty is described in terms of the relationship between diametrically opposed characteristics of the objective and the subjective. Symmetry, proportionality, harmony are called as objective foundations of beauty. As a subjective criterion, coincidence with the aesthetic tastes of the subject is indicated. Theoretical aesthetics reflects the opposition of natural (natural) beauty and graceful beauty, created by human hands. Philosophers pay attention to the interdependence of the most important human values – Beauty, Goodness, Truth.

In linguistic studies, aesthetic evaluation refers to sublimated evaluations, which are a synthesis of sensory-gustatory and psychological ones [3].

The study of the linguistic category of aesthetic evaluation is possible based on the study of the concept of beauty, since it includes the field of motives (foundations) of aesthetic evaluation (N.D. Arutyunova, Ya. G. Bragina, M.L. Kovshova, Yu.V. Meshcheryakova, N. V. Letunovskaya, O. V. Khabarova, O. V. Dudchenko, Yu. V. Klintsova, G. A. Sadrieva) [4].

In our article, we make an attempt to study concepts – assessments that affect the aesthetic assessment of a person in the Russian and Uzbek proverbial language picture of the world, reflecting the process of evaluating a situation / behavior / state in terms of value and socio-cultural stereotypes that have received the status of knowledge and are included in language picture of the world [5].

Analysis of the concept "beauty" in the Uzbek and Russian proverbial language picture of the world showed that in the semantic field of national values in both languages, "beauty" is divided into the following thematic groups:

1. Possession of beauty.
2. Attractive force, a good phenomenon, desired by the heart and soul.
3. Clean and flawless.

4. Unprecedented, amazing.

5. Attitude to others / to yourself.

In order to represent the aesthetic evaluation of a person, characteristic images and national stereotypes are used.

In the thematic group “Possession of beauty”, in order to represent the aesthetic evaluation of a person as the basis for the possession of beauty as a value, we have identified:

- Significance for a person in terms of the spiritual component:

In Russian language:

Красота до вечера, а доброта на век.

Своя жена – своя и краса.

In Uzbek language:

Устибутун, ичитутун – Снаружи красота, а внутри пустота

Хуснўйдакерак, ақлундакерак – Красота нужна на свадьбе, ум – всегда

- Significance as a physical advantage over others:

In Russian language:

Красота без разума пуста.

Лицом красиво дерево, а одеждою – тело.

In Uzbek language:

Хуснигабоқма, ҳунаригабоқ – Не смотри на красоту, а смотри каков в работе

Бозорнингкўрки – баққол, йигитнингкўрки – соқол - Украшение базара – бакалейщик, украшение джигита – борода

Сумбултақимда, йигиткўзиунда – Когда девица наряжена, юноша не может свести глаз с нее

- Significance in comparison with any other quality (personal):

In Russian language:

Не родись красивой, а родись счастливой.

Не гонись за красотой, а гонись за добротой.

In Uzbek language:

Одамнингхуснигабоқма, ақлигабоқ - Дело не в красоте, а в уме

Чўлоқбўлсаҳамнўноқбўлмасин - Будь он хоть хромым, лишь бы не растяпой (неумехой)

In this group, we have identified:

- In Russian: with purely positive semantics 2 proverbs, with purely negative semantics - 1 proverb, proverbs with oppositional relations - 3 (*красивый – счастливый, красота-доброта*).

- In the Uzbek language: with purely positive semantics 2 proverbs, with purely negative semantics - 1 proverb, proverbs with oppositional relations - 3 (*at the wedding - in work by analogy temporarily-always, beauty-mind, beauty-kindness*).

In the thematic group "Attractive force desired by the heart and soul" as the basis for the representation of the aesthetic assessment, we have identified:

- Human need / desire to see the beauty around him as a process of aestheticization of the surrounding world:

In Russian language:

Дом красится хозяином.

Красотой сыт не будешь.

In Uzbek language:

Сочхамбирхусн - И волосы придают красоте

- the desire of a person to have / see the beauty of the soul:

In Russian language:

Неказисто дерево, да вкусен плод.

Не родись красивым, а родись счастливым.

In Uzbek language:

Хуснтўйдакерак, муҳаббаткундакерак - Красота нужна на свадебном пиру, а любовь повседневно

- beauty as a sign, a symbol of good:

In Russian language:

Что к лицу, то и красит.

In Uzbek language:

Яхшигаҳар ранг ярашур - Хорошему любой цвет подходит

- beauty as an attractive force in comparison with other qualities:

In Russian language:

Красив как чернослив.

Красота приглядится, а ум пригодится.

In Uzbek language:

Сулуvsулуvэмас, суйгансулуv - Не та красавица, что красива, а та красавица, что любима

Ҳаргулнингисибошқа - У каждого цветка свой аромат

In this group, we have identified:

- In Russian: with purely positive semantics 3 proverbs, with purely negative semantics - 2 proverbs, proverbs with oppositional relations - 1 (*неказистый – вкусный, неродись красивым, а родись счастливым*).

- In the Uzbek language: with purely positive semantics 3 proverbs, with purely negative semantics not found, proverbs with oppositional relations - 2 (*наслаждением пиру – повседневно, нета, что красива, ата, что любима*).

In the thematic group "Pure and without flaw" as the basis for the representation of a person's aesthetic assessment, we have identified:

- Ideal quality from the point of view of the subject of assessment, both physical and spiritual / ideal in terms of beauty, but endowed with negative qualities:

В русском языке:

Аленький цветочек бросается в глаза.

Красавица в румянах не нуждается.

Хороша очами, да нехороша речами.

Собой красива, да не по красаве слава.

In Uzbek language:

Эркак киши қирққақирсақирчилайди - Сороколетний возраст как период расцвета для мужчины.

- Exemplary, untainted by bad qualities, actions / compensation for the lack of beauty by some quality of character:

In Russian language:

Не взяла красотой, ластится лисой.

In Uzbek language:

Кампирнинг дардигозада - Старуха думает о румянах

Яхши хотин – уйнинг гули - Хорошая жена - цветок дома

In this group, we have identified:

- In Russian: with purely positive semantics 2 proverbs, with purely negative semantics - not found, proverbs with oppositional relations - 3 (*хороша-нехороша, не взяла красотой, а ластится..., красива – не по красаве слава*).

- In the Uzbek language: with purely positive semantics 2 proverbs, with purely negative semantics not found, proverbs with oppositional relations - 1 (*старуха – румяна, аналогия молодости*).

In the thematic group "Unprecedented, amazing" as the basis for the representation of the aesthetic assessment, we identified:

- Unusual in any individual properties, characteristics:

In Russian language:

Красота - товар не лежалый.

Ни глаза во лбу, ни зуба во рту.

In Uzbek language:

Кўнглиқоранингюзиқора - У кого душа черная, у того и лицо черное.

- surprising, strange, attracting attention:

In russian language:

Мужик чуть краше черта - уже красавец.

Видом орел, а умом тетерев.

In Uzbek language:

Афтингқийшиқбўлса, ойнаданўпкалама - Не обижайся на зеркало, если твоя физиономия крива

In this group, we have identified:

- In Russian: with purely positive semantics were not found, with purely negative - 2 proverbs, proverbs with oppositional relations - 2 (*вид-ум, черт-красавец*).

- In the Uzbek language: with purely positive semantics not found, with purely negative - 2 proverbs, with oppositional relations - not found.

In the thematic group “Attitude towards others and towards oneself”, we identified the following as grounds for representing a person’s aesthetic assessment:

- Reflection of the inner spiritual world through external characteristics:

In Russian language:

Коли хорош, так не хвались: тебя и так заметят.

Красив тот, кто красиво поступает.

In Uzbek language:

Тоққачиқмагунчадўланақайда, жонданкечмагунчажононақайда - Если не откажешься от жизни, то где же тебе видеть красавицу, а если не поднимешься в горы, то где же тебе видеть боярышник

Гулнисевгантиканиниҳамсевади - Любишь розу, люби и шипы ее

- displaying positive qualities to others:

In Russian language:

Некрасив собою, зато честен душою.

In Uzbek language:

Ранг кўр - ҳолсўр - Посмотри на цвет лица, потом справляйся о здоровье

Эрисигаэтбитар, суйрисигасутбитар - Кривизна исправится, со временем поправится

In this group, we have identified:

- In Russian: with purely positive semantics 1 proverb, with purely negative semantics - 1 proverb, proverbs with oppositional relations - 1 (*хорош – нехвались*).

- In the Uzbek language: with purely positive semantics 3 proverbs, with purely negative semantics not found, proverbs with oppositional relations - 1 (*неоткажешься – гдежтебевидеть*).

The positive semantics of the aesthetic evaluation of a person in the Uzbek proverbial picture of the world is achieved through the following methods:

- Indications of a particular sign / characteristic (*аромат, волосы, возраст*);
- Associative series (*жена -цветок*);
- Oppositional relations (*снаружи-внутри*).

The positive semantics of the aesthetic evaluation of a person in the Russian proverbial picture of the world is achieved through the following methods:

- Affirmative non-union proposals (*свояжена-своякраса*);
- Verbs with object semantics (*придают, красит*).

Negative semantics in Russian is achieved through the following methods:

- emphasizing the complete / partial absence of a positive quality / attribute (*довечера- навек*);
- Comparative characteristics of positive and negative qualities/features (*неказистый-вкусный, некрасивый-честный, хорош-нехорош*);
- Comparisons with an object that has a negative quality/attribute, implying the use of "how" (*чернослив, черт, тетерев, ворона*);
- denial of necessity (*не будешь, не нуждается*);
- Comparison of objects based on their negative manifestation (*очи-речи, красота – поведение, красота- душа*);
- Indications of the need not to add a sign for an ideal state (*красота безразумна*).

As we can see, the negative semantics of aesthetic evaluation in the Russian proverbial language picture of the world is reflected in most cases in relation to the attribute.

In the Uzbek language, the representation of negative semantics is achieved through:

- Indications of the scope of beauty (*красота на свадьбе, ум в работе*);
- Denial and incentive action (*несмотри..., амотри...*);
- Opposition relations (*не в красоте, а в уме, красива - любима*);
- analogies (*душа черная - лицо черное*);
- Subordinate concessions (*не обижайся, если...*)

The semantic features of the language units representing the concept of "Beauty" in both proverbial language pictures of the world are anthropocentric, personal-individual, value-evaluative and emotional-evaluative. In the concept of "Beauty" each semantic feature is realized through linguistic units characteristic of a particular language [6].

1. Anthropocentric: the proverbs of both languages describe the qualities of a human character, behavior, appearance, norms of behavior, emotional and physical state, as well as situations of interpersonal interaction:

In Russian language:

На много взглянешь - картина, а разглядишь - скотина. (appearance)

Некрасив собою, зато честен душою. (code of conduct)

Красота, как сила, молчалива, а спесь, как слабость, говорлива. (quality of character)

Встречают по платью, провожают по уму. (interpersonal interaction)

Ворона в павлиньих перьях. (emotional condition)

И толст, да прост, и телен, да делен. (the physical state)

In Uzbek language:

Гул ўсса - ернинг кўрки, қиз ўсса - элнинг кўрки - Цветок растет - красота земли, девочка растет - красота народа (appearance)

Яхшига ҳар ранг ярашур - Хорошему любой цвет подходит (code of conduct)

Гулни севган тиканини ҳам севди - Любишь розу, люби и шипы ее (quality of character)

Эгриси гаэт битар, суйриси га сут битар - Кривизна исправится, со временем поправится (interpersonal interaction)

Гул тикансиз бўлмайди, гўшт - суяксиз - Не бывает розы без шипов, а мяса - без костей (emotional condition)

Букурни гўртузатар - Горбатого могила исправит (the physical state)

2. Personal-individual: the proverbs of both languages, in addition to universal basic values - character traits, reflect the values of upbringing, education, individual experience:

In Russian language:

Не будь пригож, а будь пригоден.

Дал бы бог дородство, а красоту сама добуду (румяна).

Никчемному человеку и красота не нужна.

Пока красота спасет мир, уроды ее погубят.

Ученье – красота, неученье – простота [2].

In Uzbek language:

Авал ўзинга боқ, кейин ногора қоқ - Сначала посмотри на себя, потом бей в лита вры

Кал тега мандеди, кўрноз қилди - Плешивая согласна на замужество, а слепой заупрямился [7].

3. Value-evaluative: the proverbs of both languages reflect the aesthetic evaluation of a person, associated with the comparison of beauty with different objects of evaluation that have value in a given linguistic culture:

- In Russian, the prevailing values are honesty, the inner beauty of the soul, the presence of mental abilities, kindness, happiness (language units: *добрый, счастливый, хороший, умный, честный* и др.).

- in the Uzbek language, most often there is a reference to the values of goodness, mental abilities, intelligence, family happiness (language units: *добрый, хороший, счастливый, жана* и др.).

4. Emotional-evaluative: proverbs reflect various affective reactions of a person and are quite stable in the language (hatred, admiration, fear, sympathy, etc.), which are the main properties of national stereotypes.

The analysis of proverbs of the Uzbek language, representing the aesthetic assessment of a person in the concept of "Beauty", showed that the national specificity of each language is determined by the following stereotypes.

In Russian linguistic culture:

- Male stereotype: a sense of ownership (*своя жена-своя краса*), the owner of the house, greedy for beauty, compensation for appearance and mind;

- The stereotype of a woman: the personification of beauty, the possession of an attractive appearance, the insufficiency of beauty for happiness;

- The stereotype of beauty: beauty is temporary, beauty is external and beauty is internal.

In Uzbek culture:

- The stereotype of a man: appearance is not important for a man, the importance of the mind, diligence;

- The stereotype of a woman: the personification of beauty, the possession of an attractive appearance, the insufficiency of beauty for happiness;

- The stereotype of beauty: beauty is temporary, external beauty and beauty in relation to others (*доброта, честность*), external beauty and intellectual beauty.

The analysis of the selected fragments confirms the existence of models of beauty in the minds of native speakers, each of which is set by a certain "pattern" of aesthetic preferences. These preferences are a way of interpreting beauty from the perspective of different subjects, which is carried out by them on the basis of a special hierarchy of private values that determine the axiological result - the resulting aesthetic assessment. [8,9]

Thus, in the Russian linguistic culture, the stereotypes of the concept "Beauty" are determined by the concepts of the family, men in the role of the owner and as the stronger sex, the importance of dividing beauty into external and internal, the insufficiency of beauty for happiness. [10,11]

As you can see, in general, the stereotypes in both linguistic cultures practically coincide, which is explained by the previously identified similar thematic groups and the semantic similarity of most proverbs.

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ANALYSIS OF BIZANTY SOURCES INFORMATION ON THE TURKISH KHANATE'S RELATIONSHIP WITH THE SASANIAN STATE AND BYZANTIAN

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ABSTRACT

This article analyzes the relations of the Turkish Khanate, which ruled Central Asia in the early Middle Ages, with the Sassanian Empire of Iran and the Byzantine Empire, based on the data collected by Byzantine travelers who traveled in Central Asia during this period. This time the Turkish ambassadors were poisoned. Only a few of them reached the presence of the Khagan. The Sassanids concealed their work, saying that "the Turks could not bear the hot weather". At the same time, the Byzantine ambassadors recognized that the Turks, especially the Hephthalites the people who were initially nomads and later began to live in cities.

KEYWORDS: *Central Asia, Socio-Economic Life, Byzantine Sources, Port Cities, Political-Administrative Division, Khaganate, Early Middle Ages, Eastern Europe, Zoroastrianism.*

INTRODUCTION

1. Actuality: There is some information that clarifies the subject in the works created by Byzantine historians in the early middle Ages. [1]. They are valuable with basic information about the socio-political situation in the region, international relations, caravan routes and means of transportation. The peculiarity of Byzantine sources is that they contain basic information about Byzantine-Central Asian, Sassanid-Iranian-Central Asian relations. In this case these resources are unique so that they are not only supplement or of the information contained in Chinese chronicles, Bactrian and Sogdian documents, but also contain information that covers aspects that are not reflected in other languages related to the region. At the same time, the Byzantine ambassadors recognized that the Turks, especially the Hephthalites the people who were initially nomads and later began to live in cities. Byzantine sources also state that the Turks had their own cities along the Syrdarya and the Yettisuv.

2. Methods: It consists of the systematization of data, complex generalization of problems, historical-comparative analysis and chronology, the principles of historicity, objectivity. It is also used typological, comparative and complex analysis, chronology methods in the article.

3. Research results: Byzantine sources written in Greek stand out in covering the history of political associations and their relations established in Central Asia in ancient times and the early Middle Ages. The primary information about the history of one of the first nomadic state associations in the region was the Union of Scythian-Sak tribes (VII - IV centuries BC) [2], the Hun Empire (II - III centuries BC), the European Hun Empire (IV - V centuries), the Xionians

(IV-V centuries), the Hephthalite state (V-VI centuries), the Turkish Khanate (VI-VIII centuries) is reflected exactly in the works which are written Greek [3]. The information contained in the Byzantine sources that are especially on the history of the Turkish Khanate is highlighted by a number of its aspects among them.

Firstly, Byzantium became a direct neighbor of the Turkish Khanate through the North Caucasus and the northern territories of the Black Sea, thus Byzantine authors became closely acquainted with the foreign and domestic policies of the Khanate, secondly, the embassy relations established between the two states provided an opportunity for Byzantine historians to elaborate on the political realities of their time.

Information on the history of the Turkish Khanate from Byzantine sources shed more light on the Khanate and Sassanid Iran, as well as the relationship between the Khanate and the Byzantine Empire. Information on the history of the Turkish Khanate from Byzantine sources shed more light on the Khanate and Sassanid Iran, as well as the relationship between the Khanate and the Byzantine Empire.

Some of Byzantine historians Menander (late VI century), Theophanes (early VII century) and Theophilic Simokatta (first half of VII century) referred to the reports of Byzantine ambassadors who visited the royal palace when citing information about the Turkish Khanate in their works [4]. The response embassies of the Khaganate also visited the Byzantine capital Constantinople for several years from 560 as well and the content of the sources written by Byzantine historians also shows that they relied on the information of the Khagan ambassadors.

The relationship between the Turkish Khanate - Sassanid Iran, the Turkish Khanate - the Byzantine Empire has been studied extensively, most scholars mainly focused on political. In particular, the investigations based on Byzantine sources about the Turkish Khanate's trade and diplomatic relations with the Sassanid Iranian state and the Byzantine Empire [5] began in the late 19th and early 20th centuries and the studies of Y. Markvart, E. Shavann, V.V. Bartold, L.N. Gumilev, M.E. Masson, I.S. Chichurov, P. Schuvens stand out [6]. In particular, M. E. Masson argues that Central Asia's relations with the Byzantine Empire were "ancient" based on numismatic data, [7] which we think it is reasonable.

The first relations of the Turkish Khanate with the great kingdoms date back to the early 560s and were first established with the Sassanids and later with Byzantium. The first political and diplomatic contacts were initiated by the founders of the Khaganate, Bumin (552-553), the Mugan Khagan (553-572), and the Istami Yabgu (552-576) in accordance to mainly Byzantine and partly from Chinese and Arab sources. In particular, the following information in the work of Theophylact Simokatta shows that the Turkish-Khanate-Byzantine relations were consistent during the long reign of the Mughan-Khan:

“The king of the Romans, the ruler of the seven tribes and the great ruler of the seven climates of the world Hakan beheaded the head of the tribe of Abdel (which I am referring to as the Hephthalites), he defeated them and established his rule over them. Prouding of this victory strongly, Stemvis (Istami) made the Hakan his ally and began to work against the Avar tribe” [8].

The Turks' conflict with Sassanid Iran led to the establishment of strong trade and diplomatic relations between the Turkish Khanate and Byzantium. It is known that Maniax, a famous Sogdian merchant who went to Byzantium as an ambassador of the Turkish Khan in 568,

reached Constantinople from Ettisuv through the steppes of Kazakhstan and from the Khorezm oasis through Mangyshlak, Lower Volga, Caucasus and Trapezund from the Black Sea [9].

The Turkish Khanate's diplomatic relations with Byzantium were marked by some political problems. For instance, the conflict of Avar Khanate in Eastern Europe which was founded by Bayankhan in 565 with the Turkish Khanate. In such a political situation, Byzantium initially favored the Avars, but after the Avars invaded the territories of the Byzantine Empire, Byzantium entered into an alliance with the Turkish Khanate to repel their attacks. In this political situation, Byzantium initially favored the Avars, but after the Avars invaded the territories of the Byzantine Empire, Byzantium entered into an alliance with the Turkish Khanate to repel their attacks. Istami Yabgu, who was in charge of the Western part of the Khaganate, sent ambassadors to the Byzantine capital led by Eskil who was one of the Khaganate in 563. Such a development of political and economic relations in the interests of the Turkish Khanate and Byzantium complicated relations with a third party - the Iranian Sassanids [10].

The following message of Menander from 568 is also noteworthy:

“In the fourth year of Justin's reign (Justinian's reign 565-578 - Sh.T.) ambassadors from the Turks came to Byzantium. The Turks were very strong by this time. After escaping the Hephthalite rule, the Sogdians, who were dependent on the Turks, asked the Turks to send their rulers as ambassadors to Iran (Persians - Sh.T.). Turkish ruler Silzivul sent ambassadors to Iran led by Sogdian leader Maniax. The Persians did not want to establish friendly relations with the Turks and the Sogdians. That is why they burned the silk that the ambassadors brought in front of them” [11].

From this passage quoted by Menander in his work, it is clear that Istami, who ruled the western part of the Khaganate, and the chief khagan, Mugan Khagan (553-572) understood the trade route and its importance and began to try to resolve the issue peacefully. A group of ambassadors led by Maniax who as a Sogdian merchant and diplomat, was sent to Iran by the Khanate [12]. Shahanshah Khusraw I (531-579) bought the silk brought by the Sogdians, then collected it in front of the ambassadors and burned it on the advice of the officials around him. Menander gives the following information about the second embassy:

“They tried to poison the members of the The Turks and the Sogdians second embassy (about 570 - Sh.T.)” [13].

If we analyze the information given by Menander, the Turkish Yabgu Istami, although deeply offended by this incident sent his ambassadors to the Sassanid king Khusrav I for the second time. This group of ambassadors was now composed exclusively of Turks, the result of which was to reflect the immediate policy. This time the Turkish ambassadors were poisoned. Only a few of them reached the presence of the Khagan. The Sassanids concealed their work, saying that “the Turks could not bear the hot weather”. Such attitude of the Sassanids did not let the Khaganate be careless. Istami Khusrav I defeated Anushirvan's army and invaded northern Iran. The part of the Hephthalites that fell to Iran became part of the Khanate. Iran has agreed to a peace treaty and pledged to pay 40,000 Byzantine gold coins.

Theophanes Byzantium repeats some of Menander's accounts of Central Asian history in his “History” which wrote in the late sixth century. According to Theophanes: “To the east of Tanais (Don River - Sh.T.) live the Turks, who were called asmassagets in ancient times. The Turks captured the cities and ports of the sirs, formerly which were in the hands of the Persians. The

Hephthalites, named after their ruler Ephtalon, defeated the Persian king Peruz and took possession of his lands. But soon the Turks defeated the Hephthalites and conquered all the lands. Justin sent ambassadors to the Turks under the command of Zimarkh (d. 568) ” [14]. If we analyze these reports, firstly, Feofan also considers the Turks to be a descendant of the Massagets like Mennander and classifies them as white immigrants. Secondly, Theophanes for some reason calls the Sogdians who owned cities and ports as “sirs”. This problem requires further research.

Byzantine sources state that the "King of the North" sent an army under his nephew Shad to fight against Iran along with the imperial armies in 626. He first captured Darband where was the Sassanid stronghold in the North Caucasus and later conquered Caucasian Albania (Azerbaijan). Troops led by Shad return from the Caucasus with large booty. The Sassanid emperor began serious military preparations in the Caucasus against the Turkish Khanate - the Byzantine Union at that time. Aware of this Tun decides to march against the savage Persians. He met Irakli Ziebil (Tun yabgu-khoqan) near Tbilisi in 626. Byzantine historians, particularly Nikofor and Theophanes, cite these realities as follows : “Ziebel and those around him bowed before the emperor and the emperor took the crown from his head and placed it on Ziebel's head” [15-18].

However, the Allies' first attempt to take the city was met with fierce resistance from Persian troops and local forces and ended in failure. After this failure, Tun Yabgukhan, who had returned to his homeland, Yettisuv, approached Tbilisi with a large army and captured the city in 627 [19,20]. Leaving the city and returning to his capital, he left his son Shad here and ordered him to conquer the Caucasus countries, such as Agvania and Armenia.

4. CONCLUSIONS:

Thus, in the framework of international relations of its time, the khanate, which was central in both geographical and political (in today's terms, geopolitical) terms, had to compete with three other major powers: China, Iran and Byzantium. [21]

Moreover both Iranian and Byzantine relations with the Hephthalites were strained at that time. For this reason, a policy was pursued between the Sassanids and the Turkish Khanate to achieve an alliance against the Hephthalites, as a result of which even the Iranian rulers married Turkish princesses and the Turkish Khagans acquired their trusted aides in the Iranian court. The Hephthalite state fell from the stage of history as a result of the union of the two powerful states.

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A LOOK AT THE HISTORY OF THE MIGRATION OF PLOTS

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ABSTRACT

The article analyzes the genesis of travel and similar plots, the commonality of the system of images, the commonality in the expression of ideas, historical and modern features. Whatever the geographic location of the migrant writer, in the mental landscape the writer is forever entangled among threads tied to poles that pull in opposite directions. The rules, laws and regulations of the state are all because of the language. The basis of our whole life is language. Aesop took four eagles, plucked their feathers and began to feed them in a special way. Thus, a historical event or personality finds its reflection in national literature, transcends national and ethnic boundaries and contributes to literary criticism.

KEYWORDS: *Genesis, Historicity, Common Features, System Of Images, Ideological Community, Similarity, Literary Connections, Creative Influence.*

INTRODUCTION

It is not only a unique historical source for a certain period of time, but also the literary and aesthetic potential of representatives of peoples, as well as their moral and spiritual integrity.

The story of the great Uzbek poet and thinker Alisher Navoi about prophets and sages says: Lukman cooked dishes using the tongue and heart of a sheep and put it on the table. The next time, the worst part of the mutton was ordered to be cooked. Lukman again prepared dishes using his heart and tongue. When his master asked about the reason for this, Lukman said that if the tongue is sweet and the heart is kind, then there is nothing better than them. On the contrary, there is nothing worse than them" [1].

DISSCUSSION

Aesop's story also has a very similar plot. When Xanthus orders Aesop to buy the most wonderful products, he buys a pig's tongue and offers his master's guests a dish that is fried, boiled and cooked on the tongue instead of a snack. When asked why, Aesop replied: "What could be better and more wonderful than language? After all, isn't the whole world of philosophy and science based on language? There's nothing you can do without a language - you can't buy, you can't give. The rules, laws and regulations of the state are all because of the language. The basis of our whole life is language. There is nothing better in the world than language." The next day, Aesop cooks for Xanthus, who ordered the worst meal. The next time Aesop replied: "Is there anything more disgusting in the world than language? Language brings us conflicts, strife, lies, carnage, envy, strife, wars: what could be worse than language?" [2]

Both stories are based on the fact that human language can serve both good and evil. Lukman's story uses the language of a sheep, and the next work uses the language of a pig. It can be said that each story or story reflects national realities. Although the motives in the works of Aesop and in the works of AlisherNavoi are similar, their scope of description, manner of expression, stylistic and poetic features are unique. The fact that this plot scheme is found in the literature of two peoples geographically distant from each other, testifies to its originality in folklore. There is reason to believe that this similarity is due to the nature of the migration of the plot. Although modern folklore and literature do not deny the migration of plots, they recognize that the factors of the independent emergence of similar plots are due to certain socio-historical conditions and ethical and aesthetic needs in different countries. [3]

Commenting on the spread of ancient Greek literature in the East, F. Sulaimonova said that the peoples of Central Asia first met with the Greeks in the VI century BC, especially during the campaigns of Alexander and the Greco-Bactrian state. naturally, this cultural connection also affects the creative process [4].

It is difficult to say for sure whether Lukman the Wise and Aesop were the same person or different people. But we know that when people create a legend, its hero is usually called by the name of a famous historical or mythical figure.

Such a concise, instructive, interesting and memorable way of telling history has been necessary and popular in all ages.

Folklore sources about Lukman say that he was a healer and lived in the time of Alexander the Great. There is a story that he was offended by the king and punished, and later Lukman saves the king from imminent death when he falls ill.

Folklorist M. Juraev analyzes the scientific views of T. Benfein and emphasizes that the reasons for the similarity of European and Indian works should be sought not in the commonality of their history, but in the cultural and historical ties between these peoples. The trade, economic and cultural exchanges that took place during the campaign of Alexander the Great were a period of "migration of epic plots". Thus, the emergence of the migration of plots is associated with the emergence and change of socio-historical and political processes.

In another Aesop fable, the king of Egypt, Nectanebon, said to Lycurgus: "If you build a building that does not touch the ground and does not reach the sky, I will give you a share in ten years, and if you do not fulfill this condition, you will give me the same amount." Lycurgus gives Aesop this task. Aesop took four eagles , plucked their feathers and began to feed them in a special way. When the time came, he put the children on the eagles, and the children shouted: "Bring clay, sticks, poles, bricks and building materials!".And then King Nectanebon recognized the wisdom of Aesop.

This plot is also present in the samples of Uzbek folklore. The king said to a peasant named Ayaz: "Find me a carpenter who will build a house so that the top does not reach the sky and the bottom does not touch the ground." When Ayaz came home upset, his wife heard about it and told him to find two larks. Ayaz's wife teaches these birds to say "raw brick", "raw brick". He tied a rope around their legs, took them to the king and threw them into the air. Ayaz said to the king, "Now, if you find a worker who can deliver clay and bricks, this master will build the building you mentioned." There are many similar examples.

Whatever the geographic location of the migrant writer, in the mental landscape the writer is forever entangled among threads tied to poles that pull in opposite directions. Even if the writer intentionally tries to justify one goal, at the same time, but unconsciously, there is a yearning for another. This is where the fascination of migration literature lies, and all cultural theorists and literary critics agree.

As a result of reviewing the critical classifications and various categorizations of the functions of migration in the literature, the present study tends to present a list of three general themes that are relevant to the migration literature. In addition, each of these sub-categories has certain criteria or qualities that define what distinguishes literature on migration from other types of literature.

Thematically, migration literature depicts characters who try to cope with migration in different ways. This reaction ranges from experiencing the displaced characters' insecurities as "destructive, agonizing, and painful" to experiencing migration as "productive, exciting, and attractive," both of which work towards the same goal of "rewriting identities in order to evoke their impure and heterogeneous nature."

The protagonist of the work on migrants endlessly re-creates himself through encounters with cultural complexities and the discriminatory experiences of a minority, which leads to his identity transcending memories of the past and reaching a kind of maturity, or, as Franz Fanon acknowledges, participates in the "creation of the human world is a world of mutual recognition [1].

It should be recalled here that for Fanon the path to this personal maturity and multi-layered confessions was through clinging to cultural traditions and lost or repressed—in the case of colonized migrants—histories. This contrasts with the tenets of migrant literature, which emphasizes the "non-home". Bhabha states that clinging to past histories and cultures will entail the danger of "fixation and fetishism of identities" and, as a result, will prevent that bright experience of recognition for the artist that moves him outside of this nation (his homeland) or another (his new home). The migrant writer reflects in his works a "transnational" tradition, which means not the superiority of national traditions and not the universality of human traditions, but the representation of those intermediate spaces that go beyond existing binaries and build a bridge "between home and world"

CONCLUSION

Thus, a historical event or personality finds its reflection in national literature, transcends national and ethnic boundaries and contributes to literary criticism. He adapts to it, studies it, builds historical and literary bridges between nations and peoples.

In ancient times, common plots were coordinated as a result of trade, cultural and economic ties of peoples, that is, the plot moved between peoples, and each nation had its own worldview, aesthetic needs, way of life, customs and national traditions. In the oral and written literature of the peoples of the world, unique historical and mythological images, the burden of national heroes, their life stories, their works serve as an exemplary school and a source of education and upbringing for future generations. On the one hand, such plots are the result of literary influence and literary connections, and on the other hand, they are created in a similar way among all peoples due to the proximity of moral values and the concept of goodness.

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A EFFICIENT BUSINESS PROCESS INTEGRATION AND QUALITY SERVICE FOR SERVICE-ORIENTED ARCHITECTURES

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ABSTRACT

Agile integration satisfies the business agility and provides solutions for maintaining business changes and ensures that the enterprise survives in the current competition. Any business should be robust enough to respond to end user request. Existing traditional enterprise application is in-capable of integrating with different business silos, lacks to improve the business agility. To address this issue, this paper is about the agile integration of different business silos using "Service Oriented Architecture" and its core technology enable the business enterprise systems flexible, loosely coupled and improve agility. Enterprise business systems have to adopt Service Oriented Architecture (SOA) as it promises to help them respond more rapidly to changing business requirements by composing new solutions from existing business services. Here we have discussed about definition of SOA, its layers, the core technologies.

KEYWORDS: SOA (Service Oriented Architecture), ESB (Enterprise Service Bus), BPEL (Business Process Execution Language), BRE (Business Rules Engine), WSDL (Web Service Description Language), QoS (Quality of Service)

1. INTRODUCTION

Current business systems are developed monolithically which is difficult to integrate with other business systems and lacks in co-ordination. The redundant information is resided in each of these monolithic systems and consolidation of this information from these systems is horrendous. Along with the rapid, worldwide development of information technology, information systems for all purposes is needed everywhere. The existing business systems have failed to meet the rapid development changes required, but also that these systems possibly will not be able to adapt in fiercely changing market and correspondingly changing business. It need to build a system which provides us the loose coupling, platform independent, language independent architecture which improves agility and act in response to the speed of a business enterprise. To overcome this problem, Service Oriented Architecture (SOA) provides an agile based architecture towards integrating these monolithic silos which address the technology agility to

achieve the business agility by operational efficiency, cost and time-to-market and unified view of information across silos.

2. BACKGROUND

In SOA, the services and workflows have a close relationship. A number of services can constitute workflows and the service itself can be achieved based on workflows. Because of dynamic changes of the organization and service, the distributed computing method is quite different with the traditional workflow management model in service-oriented workflow definition, management and operation. Also, the architecture of SOA system also embodies the characteristics of distributed computing. So in order to resolve the service oriented workflow management system across different organizations, systems service-oriented workflow management system based on the structure of a service-oriented workflow management system in a number of services and the workflow management, and their communications standards and Major distributed systems, such as educational system, are difficult to develop due to their complex and decentralized nature. Service Oriented Architecture (SOA) is a new form of distributed software architecture. The Service Oriented Architecture facilitates the development of such systems by supporting modular design, application integration and interoperation, and software reuse. With open standards, such as XML, SOAP, WSDL and UDDI, the Service Oriented Architecture supports interoperability between services operating on different platforms and between applications implemented in different programming languages. Maintainability of educational services is easier than before because educational services are divided with respect to category and functions. SOA can be used with GIS applications too. In which it consists of a reference model, conceptual model, and a design method. Reference model shows roadmap of any future architectural and design efforts. Conceptual model introduces a conceptual service oriented solution for reference model. Finally, service oriented design method leads organizations to reach the solution through specific process. As a result, it provides general software architecture, which covers both real enterprise requirements and GIS concerns. It is an agile model with proper patterns which increases interoperability and reusability across the enterprise. Also the model can adopt itself with any organizations and can be customized to any specific GIS applications.

There are various frameworks developed with SOA for different enterprises. Few of the frameworks developed are as follows. Service-oriented architectures support distributed heterogeneous environments where business transactions occur among loosely connected services. Ensuring a secure infrastructure for this environment is challenging. There are various approaches to addressing information security, each with its own set of benefits and difficulties. Additionally, organizations can adopt vendor-based information security frameworks to assist them in implementing adequate information security controls. Unfortunately, there is no standard information security framework that has been adopted for service-oriented architectures. Information security components for a service-oriented architecture environment are proposed based on the analysis of information security challenges faced by service-oriented architectures. SOA has created opportunities to improve agility and speeds in aligning business needs with information technology infrastructure. Most of the organizations in the process of applying this technology encounter with challenges and may have failure despite spending a lot of energy and huge investments. Hence they need to implement a service oriented framework for SOA governance maturity. The organizations require a framework to assess their current status of

SOA governance, determine their SOA governance requirements and then offer a suitable model for their SOA governance. Three dimensions identify for the framework: SOA maturity levels, SOA governance maturity levels and SOA adoption domains. SOA governance status can be determined considering the organization's SOA maturity using a framework and this shows better picture of SOA governance in the organization. Through a good framework, organization can recognize its current situation better and determine its future status easier. SOA is an architectural pattern providing agility to align technical solutions to modular business services that are decoupled from service consumers. Service capabilities such as interface options, quality of service (QoS), throughput, security and other constraints are described in the Service Level Agreement (SLA) that would typically be published in the service registry (UDDI) for use by customers and/or mediation mechanisms. For mobile data streaming applications, problems arise when a service provider's SLA attributes cannot be mapped one-to-one to the service consumers (i.e. 150MB/sec video stream service provider to 5MB/sec data consumer). Hence a generic framework prototype for managing and disseminating streaming data within a SOA environment as an alternative to custom service implementations based upon specific consumers or data types can be obtained. Based on that

QoS, Security, Management and Monitoring	7
Integration Architecture (Enterprise Service Bus)	6
Presentation	5
Business Process (Process choreography)	4
Services (Composite Services)	3
Component-based (Project or Enterprise Components)	2
Operational Systems	1

Fig 1: SOA Layers

2.1.2 Why and When SOA?

SOA is the existing technology which is implemented in industry. The technical characteristics are focused on the distributed technology, loosely coupled interfaces using open standards and driven through the process, message centric solutions. Web services are a common channel of integration across platforms in SOA which works on common communication transportation standards like XML, SOAP, and HTTP.

The subsequent circumstances demand a need of SOA;

- 1) When there is a demand for high availability of business function.
- 2) Demand for Unified Information view.
- 3) Data is not shared across channels.
- 4) Multiple applications need re-usable functions and data.
- 5) Increased operational cost.
- 6) Business merger and acquisitions to expand their core business.

7) Increased business competition.

8) Demand for more rapid business models, process across silos.

2.1.3 Why Not SOA?

The following situations do not require a SOA solution;

1) When the business demands need to be developed as simple as possible .

2) When the business cost does not reduce by operations by 10% or High.

3) When there is no improvement in customer satisfaction by 20 %

4) If the project demands only to integrate the technologies.

5) When the operational infrastructure must be as simple as possible.

6) When the service needs to provide a required unit of business functionality that supports business process and goals

7) When the existence of the service help in eliminating redundant implementations, i.e., promote reuse.

3. CORE INTEGRATION TECHNOLOGIES

3.1 Enterprise Service Bus (ESB)

Enterprise Service Bus is the channel for communication between parts, between applications which is accomplished by using messaging, transformation and routing. ESB providers provide adapters for interacting SOAP services, file systems, databases, FTP servers, Java Messaging Services (JMS), legacy systems, etc. Typically the services which are offered by ESB are messaging services, management services, Interface services, Mediation and Security services.

3.2 Business Process Execution Language (BPEL)

BPEL is a language for orchestrating web services to automate business process. It is evolved as the leading standard for web service integration and business process co-ordination. BPEL Follows three fundamental principles, asynchrony, flow co-ordination and exception management. Several Java Integrated Development Environments (IDEs) on the market offer extensive tool support for BPEL. These IDEs offer GUI based tools that allows the developer to drag and drop services and activities from a palette onto a graphical representation of the business process.

3.3 Business Rules Engine (BRE)

Business rules engine separates the key deciding logic of a process. This is an abstraction layer which enables to change the rules faster and easier without affecting the business logic. The defined rules are available through a centralized syntactic layer, which are spread throughout the business process. BRE provides an ability to modify the execution of processes that will ultimately enhance the viability of each process solution.

4. SYSTEM ARCHITECTURE BASED ON SOA CORE TECHNOLOGIES

The model architecture comprises of Delivery channel Layer, Business Process Layer, Integration Service Layer and Information Solutions Layer. A delivery channel provides a

seamless integration with different enterprise application systems. Generally it provides services via portals, application programs, web service, ATM, Call Center etc. Business Process Layer is mainly focused on orchestration to provide value to the respective business function both in respect to business and IT. Process is focused on organizing the service by connecting the coarse grained service to fine grained service for fulfillment of the business needs and routes to the respective services. This act as an accelerator through the collaboration of undergoing business and services.

Integration Services Layer can be segregated as business service, information service, data service which connects to respective information resources for a particular business function is expecting. Usually the communication across the enterprise business information solutions is very exigent and difficult to re-use and co-ordinate in terms of functions and data. In SOA, messages are critical to delivering end to- end services. Messages must be guaranteed a quick and correct delivery. To enhance messages transportation between services, we can use a core management service solution the enterprise service bus (ESB), which is the back bone of SOA architecture and helps in integrating with various enterprise business information solutions. ESB is a special layer that runs on top of the network that provides a guaranteed messaging service for most of the important messages on the network. This makes the Integration service layer and Information solutions layer playing a vital role in SOA. Ideally the business process are isolated from business services which makes these layers agile and helps in changing the business requirements and its process rapidly without having an impact on the other services.

4.1 Quality of Service (QoS)

Mission critical enterprise systems require an essential and additional basic requirement of addressing the Quality of Service (QoS) requirements by adopting security, reliability and transactions. In general, security is one of the key environments, special concerns and considerations of every organization to protect business information, sensitive user data and establish trust relationships with organization business systems. As any business needs a flexible, customizable infrastructure, so that it can adapt to new requirements and regulations, as business needs a dynamic trust relationships with partners' customers and employees. To meet these business needs we need to leverage a security services infrastructure.

SOA environment should emphasize on some of the following key security challenges;

- a) Need for user and service identities so that appropriate security controls are applied across the organization.
- b) Need seamless connection to other organizations on real-time, transactional basis.
- c) The need to manage identity and security across a range of systems and services that are implemented in a diverse mix of new and old technologies.
- d) Need to protect the business data during transit and at rest.
- e) Need for demonstrable compliance with a growing set of corporate, industry, and regulatory standards.

To address the above risks the main goals of SOA security are Confidentiality, Integrity, and Availability and in addition we have Authentication, Authorization, Auditing / Monitoring, Policy driven, and Hack proof. Authentication allows access only to the intended application that

invokes the application. Authorization controls access to defined set of services and /or operations within a service. Auditing maintains a history of service calls and of all activities within the SOA infrastructure. Integrity ensures that data which is entered is not corrupted. The Policy dictates the capability of the service provider by specifying web service's conditions under which the service is provided. Hack proof ensures that the service boundaries are not crossed to prevent several web service specific attacks such as XML Manipulation, schema attacks etc. The following are the industry standards for SOA Security which can be understood by every vendors and organizations that follows a common approach, so that the solutions are re-used which benefits the parties by reducing the time, effort and investment and avoids them in re-inventing.

SOA SECURITY	STANDARDS
Authentication	WS-Security, WS-Trust, WS-Secure Conversation
Authorization	XACML (eXtensible Access Control Markup Language)
Federation	SAML (Single Sign-On)
Policy	WS-Policy, WS-Security Policy , WS Metadata Exchange
Confidentiality	XML-Encrypt, SSL, XML-Signature
Reliability	WS-Reliability, WS-reliable Messaging

Fig 2: Industry Standards for SOA Security

Enterprise Service Bus (ESB) also allows the security and monitoring to be applied to services without modifying their core functionality. BAM (Business Activity Monitoring) is used to monitor the business process and end-to-end transactions.

5. ENTERPRISE BUSINESS INFORMATION SOLUTIONS REALIZATION USING SOA CORE TECHNOLOGIES

In this section focused about realization of enterprise business information solutions using core technologies of SOA. Legacy systems are computer systems that have been in operation for a long time, and whose functions are too essential to be disrupted by upgrading or integration with another system despite its poor competitiveness. Legacy systems compatibility with modern equivalents has been facilitated via wrapper services. Wrapper service is a type of integration service that encapsulates and exposes logic residing within a legacy system via standard Web services interface to be integrated in the new SOA based systems. Utilizing SOA, can realize to build a new applications within enterprises exposes the ease of integration capabilities between new adapted/developed applications and existing applications. The use case "New Credit Card Request" starts as follows, Existing end user requests for a "New Credit Card" online through the financial business portal. The submitted request by channel is sent as SOAP over HTTP request which is processed by the SOA server. The location of the web service and WSDL information is sent to the application server. The request submitted by the user is executed asynchronously and the response will be sent to end user. The business information is processed by BPML engine to execute the specific business process which is requested by the end user. The process executes sequential tasks to fulfill the requirement. As part of the process first the "User Information is captured from one of the business silo "SAP CRM", based on the user information, the external

“Credit Score System” is connected by the service to decide whether the user is eligible for credit card or not. Next based on the user profile and credit score information the respective financial supervisor will approve or reject. After the approval, the request will be placed to create a credit card for the customer and his information will be maintained in the “Card Management System” which is a legacy system, which is hosted in Mainframe environment. Once the card is created the customer will be notified through the mail communication. The mail server is hosted as part of IT Infrastructure. On the realization of SOA system, it helps to adapt to business agility and response to the speed of enterprise business.

The model, assemble, deploy, manage, and governance activities of Service-Oriented Architecture (SOA) development can be time consuming and expensive when delivering new solutions from scratch. Adhering to industry standards is also challenging. This article series explains the end-to-end development of composite business services (CBSs) that leverage assets in the Business Services Fabric.

Reusing existing assets speeds the development of high-quality business solutions and reduces the cost and time involved in building highly customizable and adaptable CBSs. WebSphere Business Services Fabric provides an SOA platform to model, assemble, deploy, manage, and govern business services and to deliver dynamic and flexible business process management (BPM) capabilities to the enterprise. It provides the design-time tooling, runtime environment, and optional prebuilt industry SOA content to build more flexible and responsive business solutions based on BPM. WebSphere Business Services Fabric also supports externalizing business policies and metadata from the business processes and associating them to reusable business services that are easy to publish, discover, and modify.

One of the major components of WebSphere Business Services Fabric is the industry content pack, which consists of prebuilt assets that you can use as is or for building solutions or assets. Using these assets facilitates reuse and serves as an accelerator to develop, deploy, and manage business services. Moreover, these assets are built on industry standards and industry best practices. They provide a framework to build industry-specific and standards-compliant SOA solutions. The key asset types of industry content packs are:

- Capability and process maps
- Business service templates
- Service interfaces
- Business glossary
- Common services
- Business object model
- Knowledge assets

The following list describes the tasks involved in the different phases of the SOA Business life cycle (illustrated in Figure 3). In this case, these phases are applied in the CBS development:

- **Model:** Gather and analyze business requirements. Design, simulate, and optimize the business processes.

- **Assemble:** Assemble new and existing services to form the business processes and optimize them.
- **Deploy:** Deploy the business processes.
- **Manage:** Manage and monitor these business processes from both an IT and business perspective.
- **Governance:** Feed information gathered during the manage phase back into the life cycle to enable continuous process improvement.

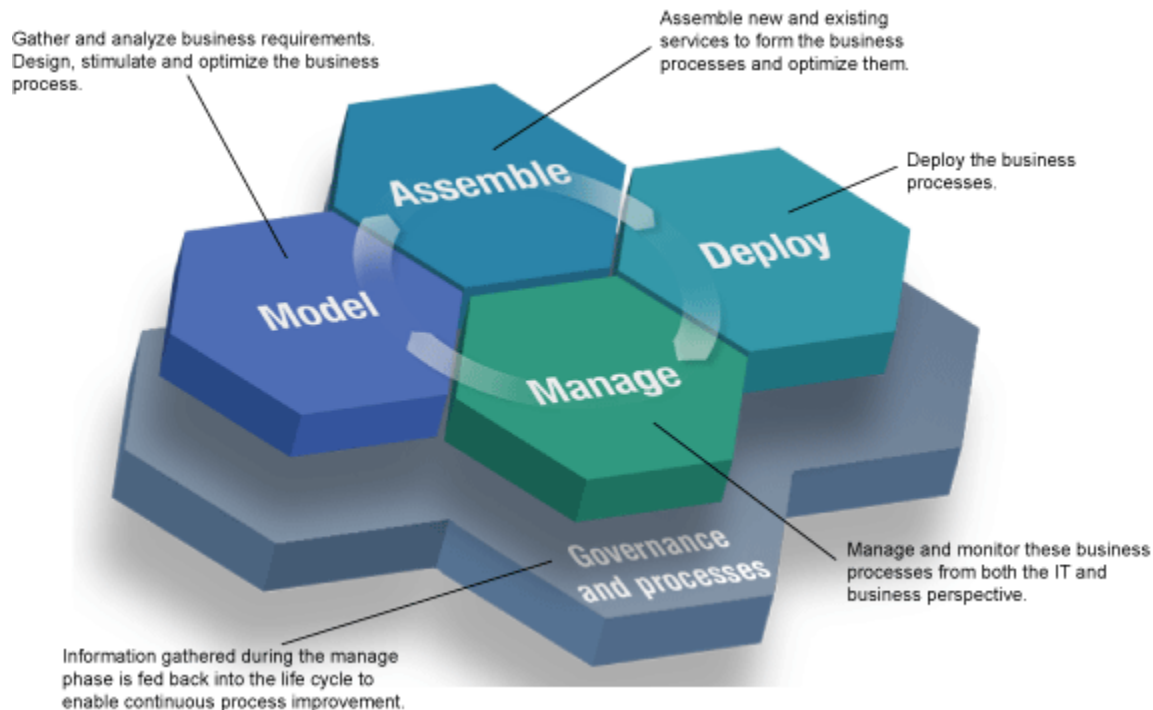


Fig 3: SOA Business Life Cycle

6. CONCLUSION

SOA is much more flexible, when compared to EAI and other architectures. It mainly focuses on the technological problem, system integration and service encapsulation, and BPM takes charge of the change of management mode, BPM requires enterprise build definite process system and have effective management. The enterprise application integration based on SOA core technology can effectively improve the systems' response speed, and realize the complementary advantages of them. Therefore, from the aspects of the management and technology, the combining of enterprise information systems using SOA enhances the flexibility and responsiveness in the enterprise application systems, and ultimately recognizes the business agility.

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LINGUISTIC ANALYSIS OF UNIVERSAL VALUES

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ABSTRACT

Universal value analyses and lingvocultural analysis are the focus of the following studies. It focuses particularly on the novelty of the concept of linguistic analysis being coupled with the concept of text. In addition, the work's theoretical level is raised by using this strategy. As a result, these values have an impact, how persons are motivated to behave as citizens and how their actions as global citizens are evaluated or validated. Social action is regulated by values. Some researchers believe that Emancipation is often the result of education. The term "universal value" refers to something that is accepted without question, imitating another country's value system and embracing so-called "western" values. Among other values, "freedom, democracy, equality, and human rights, "neglecting the uniqueness and distinctiveness of their own development.

KEYWORDS: *Lingvoculture, universal ideals, culture, group, national, text, social activity.*

INTRODUCTION

Universal values are characterized by the fact that the greatest number of people, both in time and space, recognize them. The most essential everyday facts, world art masterpieces, and stable moral ideals (love and respect for one's neighbor, honesty, mercy, wisdom, striving for beauty, and so on) are among them. Many moral precepts are shared by all world religions and are represented in a unique way in basic human rights. National values are extremely essential in the lives of both nations and individuals. At the same time, it's important to heed L.N. Tolstoy's cautionary words: It's dumb when one guy thinks he's better than other people; it's even stupider when an entire nation thinks it's better than other nations." National values, as contrast to global values, are more concrete and materialized. [1]

The subject of axiological coherence is another aspect related with the text in linguoculturology. Values emerge and grow in the course of people's daily activities, dividing them into social categories. In a dark location, man does not discover the dignity of anything. Values emerge from the substance of objects, phenomena, and spiritual processes that a person requires for his activity in numerous sectors, most notably in the sphere of production and labor. "When we say language and culture, it is often remembered that the problem called "culture of speech" is associative, but this does not indicate the nausea of culture in two places," writes N. Mahmudov about one of the concepts in the same sphere: "when we say language and culture, it is often remembered that the problem called "culture of speech" is associative, but this does not indicate

the nausea of culture in two places." Even a cursory examination of these issues reveals that, first and foremost, we are discussing substantive bases of comparison in intercultural communication, which are provided by linguistic signs from various systems and non-linguistic signs from specific ethnic cultures. As a result, the solution hinges on resolving the issue of mutual understanding. [2]

The search for grounds for an intercultural analysis of universal values is founded on the notion that every comparative study should include universal categories: universality should be combined with the ability to comprehend the same grounds in different ethnic cultures. The conviction in the presence of universality is based in part on universal ideas within specific constraints of human existence on our planet's physical conditions, as well as universal rules of the active growth of nature required for life. In other words, national spiritual values encompass all that contributes to ethnoculture's unique characteristics. Small groups of people are brought together by group values, which are defined by their location of residence and age. In the realm of linguoculture, and, sadly, often in the sphere of anti-culture, they represent some socio-group preferences. These are numerous linguistic representations of concepts such as "brotherhoods," "sects," "castes," or "associations," such as "rockers," "punks," and "lovers," among others. This includes the sublanguages' youth and age values, which are as follows: [3]

(1) the jargon of programmers, office equipment dealers, and Internet users: red assembly - equipment manufactured in Uzbekistan, hung - computer malfunction; production vocabulary: teacher - teacher, coursework - coursework, technician - technical school;

(2) the jargon of programmers, office equipment dealers, and Internet users: red assembly - equipment manufactured in Uzbekistan, hung - computer malfunction;

Furthermore, the same values may have distinct representations at different stages of language development: Blood, macarony, buck, dandy, swell, toff, spiv, teddyboy are slang words with the meaning of a dandy that have been regularly used in the English language of different centuries. The anthropocentric paradigm of modern linguistics allows us to see not only the signs of culture, but also the phenomenon of national-cultural specificity of linguistic consciousness in the signs of language. It is language that serves as the primary carrier of cultural values and as a social relations regulator. Multidimensionality, dynamism, connectedness with global processes, and a crisis of conventional identity describe the cultures of many peoples as a whole in the postmodern worldview. [4]

According to Polish-Australian linguist A. Wierzbicka, language consciousness is not only anthropocentric, but also ethnocentric, as people's perceptions of the world shift from one culture to the next. Human consciousness is always ethnically conditioned because "each nation's worldview is built on its unique set of subject meanings, social stereotypes, and cognitive schemes". All of this has a direct impact on language mapping processes and assumes a variable coefficient of national-cultural determinism and a distinct degree of national marking of a language unit. However, when examining the linguistic picture of the world in terms of rules and norms of behavior, A. Vezhbitskaya expresses her firm belief that, despite the external diversity of languages and cultures, humanity has an undeniable cultural community that allows us to postulate a universal semantic met language. [5]

The relevance of the appeal to linguoculturological examination of universal values, in particular, for modern Uzbekistan, stems principally from the Uzbek mentality's condition of crisis.

Linguoculturology is concerned with the value-semantic space of language. If we apply A.A. Leontiev's comment regarding ethnopsycholinguistics, we may appropriately classify linguoculturology, which was until recently "more declared than truly developed" as a separate scientific area. By the end of the twentieth century, however, this field had earned the status of a full-fledged scientific discipline: its object and subject had been established, the main theoretical positions had been proposed, and theoretical foundations had been laid, all of which were embodied in practical results. If the first form of social consciousness incorporates encyclopedic knowledge, the second – linguistic awareness – relies on verbalized knowledge to activate the relevant elements of cognitive consciousness, principally of social, cultural, and ideological origin. [6]

As a result, aspects of cognitive consciousness are transformed into linguistic presuppositions, which then mature into cultural and pragmatic components of language semantics after going through speech-thinking and modal-evaluative transformations. Artifacts specific to each national culture are formed as a result of such transmutation processes (from encyclopedic knowledge through linguistic presuppositions to linguistic consciousness objectified by a system of linguistic meanings), linguistic images, symbols, and signs, containing the results of the entire ethno-cultural community's heuristic activity. [7]

They serve as a means of interiorizing the results of a given ethno-linguistic collective's world-building existence, such as its attitude, worldview, and worldview. Linguoculturology also looks into issues such as the ethno-linguistic picture of the world, the image of the world, linguistic awareness, and the idiosyncrasies of the language's cultural and cognitive environment. Thus, linguoculturology is a scientific discipline whose subject of study is the expression of cultural facts in language, the unique outcome of which is linguoculture. The origins of linguoculturology, according to N.I. Tolstoy, should be traced back to the early nineteenth century. The brothers Grimm, inventors of the world-famous mythological school, successfully developed this topic, which was continued in Asia in the 60s and 70s of the nineteenth century in the works of F.I. Buslaev, A.N. Afanasyev, and partly A.A. Potebni. A century later, the Austrian school known as "Wörter und Sachen" led researchers of the problem of "Language and Culture" down the path of concrete study of the constituent elements – "atoms" of linguoculture, demonstrating the importance of a culturological approach in many areas of linguistics, particularly lexicology and etymology. [8]

Language has long been regarded as a mirror of folk culture, folk psychology, and philosophy, and in many cases as the only source of the people's history and spirit, according to N.I. Tolstoy, and has been employed by culturologists and mythologists in their studies. The well-known Sapir-Whorf theory was founded on a broad view of language and culture continuity and unity in the 30s and 40s of the previous century. However, I.G. Herder and V. Von Humboldt discovered and disclosed the active and constructive capacity of language, as well as its ability to impact the formation of folk culture, psychology, and creativity, back in the XVIII and early XIX centuries. Many Slavic countries, especially Russia, have reacted positively to their views. Linguoculturology's current focus is on linguistic and discursive activity from a value-semantic perspective.

The Humboldt notion, according to which language actively participates in all of the most significant areas of cultural and discursive life: perception and comprehension of reality, informs this definition of the object of linguoculturology "Language that is appropriate for the situation Alefirenko, N. F. Language's valuesemantic space: a textbook "15 idea is a universal form of primary conceptualization of the world, the bearer and keeper of unconscious spontaneous knowledge about the world, and historical memory of socially significant events in human life. To summarize, linguoculturological study focuses on the investigation of national peculiarities as mediated by cultural and linguistic interaction mechanisms. As a result, the study of cultural and linguistic peculiarities is the second duty of linguoculturology.

When it comes to literary or folklore languages, language can be seen as either a component of culture or an instrument of culture (which is not the same thing). Language, on the other hand, is independent of culture as a whole. It can be viewed as a different entity from culture (as "pure," system-structural linguistics does) or as an equivalent and equal phenomenon to culture. The concept of value is one of the most fundamental concepts that defines the human essence, and the system of values is a feature of the human mind that governs its behavior. In the context of ongoing cultural interaction, interpretation is particularly relevant and important in the ethnolinguistic study of language categories, and it is currently regarded as one of the most promising fields in linguistics.

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STYLISTIC CHARACTERISTICS OF FRASEOLOGISMS IN THE STORIES OF ABDULLA QAHHOR

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ABSTRACT

Abdullah Qahhor uses a variety of means of expression, phrases, and new phrases to ensure that the language of each work is uplifting, effective, and melodic. That is why the language of Abdullah Qahhor's works is characterized by its richness, color and richness of means of expression. The writer is able to use phrases effectively and appropriately in his works. This ensures that the work is effective and that the situation is sufficiently understood. Phraseologisms can form a synonymous line with lexemes. But phraseology is very different from lexemes in that it evaluates an object or event and expresses its attitude to it.

KEYWORDS: *Stylistic Coloring, Phraseological Unity, Lexeme, Phrase Formation, Synonymous Series, Synonymous Lexeme, Emotional Relationship.*

INTRODUCTION

Phraseological units, like words, are stylistically diverse and can be distinguished, for example, in biblical discourse. We can also see the high, the solemn, the humorous, the poisonous.

Phraseologisms can form a synonymous line with lexemes. But phraseology is very different from lexemes in that it evaluates an object or event and expresses its attitude to it. When we compare synonymous lexemes with phraseologies, we find that expressiveness in expressions and a more accurate description of the same situation are stronger.

Phraseologisms are also used to create a figurative image of something or an event and to express an emotional response to it as a result of the combination of elements of nominative and emotional evaluation of the content of phraseological units. For example, we can cite the following examples from the stories of Abdullah Qahhor:

Why do you force your throat [1, p.348].

The Chairman was pleased to see a horse come out of the saddle at the reporting meeting [1, p. 356].

There is no neutral attitude in these sentences, on the contrary, humor and venom are understood in each of the above sentences.

The presence of phraseological units in written or oral speech makes it more effective, more vivid, and instills national identity in the speech. In the following examples, Abdullah Qahhor tries to exaggerate the customs, characteristics and traditions of the Uzbek people from phraseology:

Dodhoh pulled once, but very hard, and went into the net, ignoring his wives, who were pulling [1, p.328].

Woe unto you, scribes and Pharisees, hypocrites! [1, p.352].

In the first sentence, Dodhoh is aptly described as a line of mutilated wives to her husband, while in the second sentence, it is a humorous phrase that Uzbek girls walk in their parents' house without being escorted.

The peculiarity of phraseological units is that they have different forms in terms of emotional-expressive coloring and individual tones:

1) Phraseological idioms with humorous meaning:

For this reason, the old woman's jaw was opened again [1, p.9].

I am surprised that my brother Botaboy did not have a rash on his lips [1, p.60].

2) Phraseological idioms:

Everything fits in their hearts! [1, p.268]

As long as you have those parents, let them see your house from the depths of their shoulders [1, p.355].

3) Phrasal verbs that have a descriptive meaning:

The chairman bit his tongue [1, p.298].

His wife, who was asleep, fell asleep again, but Ganijan did not blink [1, p.301].

4) Phraseologisms that express a critical meaning:

Why do you force your throat [1, p.348].

He wanted to embarrass teachers who did not know how to raise a child or who were indifferent to it [1, p.252].

5) Phraseological expressions denoting discrimination:

He puts his hand on his fist and holds his tail [1, p.42].

Fatima became the head of the horse on the collective farm [1, p.356].

6) Phraseologisms expressing the meaning of benevolence:

Meanwhile, Fatima went to work [1, p.356].

As soon as my daughter cared for her, she raised her head to the sky, and immediately started the wedding [1, p.6].

In conclusion, Abdullah Qahhor uses a variety of expressions and phrases to create a new language and aphorisms to ensure that the language of each work is uplifting, effective and melodic. That is why the language of Abdullah Qahhor's works is characterized by its richness, color and richness of means of expression. The writer is able to use phrases effectively and appropriately in his works. [2-4] This ensures that the work is effective and that the situation is sufficiently understood. As we have seen, he made extensive use of five different types of expressions.

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PROTECTION MECHANISMS AND COPING STRATEGY: OPPORTUNITIES AND LIMITS

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ABSTRACT

This article compares the defense mechanism and coping strategy methods as ways of self-management and coping with difficult situations, and discusses the advantages and some disadvantages of using it. The study of the role of conscious and unconscious factors in maintaining the psychological health of a person, the prevention of nervous disorders in the individual, their formation and spread is of great importance. If the new requirements are too much for the individual, then the coping process can take the form of protection.

KEYWORDS: Defense Mechanism, Coping, Strategy, Psychological Health, Stress, Behavior, Personality, Variable, Resource, Activity.

INTRODUCTION

The dynamics of modern life require people to develop the speed of receiving and processing various information as well as the ability to adapt quickly to changing conditions. However, the growing stress of life does not always leave a person enough time and resources to develop or learn new behavioral patterns. The growing distress in this regard is not only the result of objective factors of life (among them macro factors - economic and political) but also the subjective experiences of man in different situations. [1]

The study of the role of conscious and unconscious factors in maintaining the psychological health of a person, the prevention of nervous disorders in the individual, their formation and spread is of great importance. Knowledge of the structure and content of the defense coping mechanism is necessary not only in the diagnostic process, but also in the process of counseling and therapy. A qualified psychologist will be able to understand the nature of the client's complaints and clearly understand what problem the client is facing and select the right psychological impact and refer the client to the appropriate professionals in a timely manner.

"Protection mechanism" and "coping strategy" are the main ways to adapt to difficult, stressful situations, because with their help a person can successfully cope with stressful situations. [2]

The concept of psychological protection is of course is studied works of A. Freud, K. Yung, A. Adler, S. Hall lateran R.M. Granovskaya, and F.V. Bassin. The problem of coping strategy is considered in the work of researchers such as R. Lazarus, S. Folkman, G.S. Korytova, and T.L. Kryukova. It is the purposeful human behavior that enables a person to overcome life's challenges by implementing a strategy of conscious action, which is the most important component of resilience potential. The coping strategies used by an individual are determined by his or her personal characteristics, and the choice of very stable, but specific behavioral strategies

is determined not only by the characteristics of the individual but also by the characteristics of the situation.

The relevance of the strategies implemented to the specifics of the current situation determines the effectiveness of efforts to overcome the situation. Coping strategies are seen as constantly evolving cognitive and behavioral attempts to overcome specific external or internal demands that are assessed as excessive or redundant in human resources. Psychological defense mechanisms are aimed at alleviating mental distress and are carried out within the framework of the unconscious activity of the psyche. [3]

Behavioral coping techniques and strategies are considered as separate elements of conscious behavior, through which a person overcomes life's challenges. Simply put, coping strategy is a form of behavior that reflects a person's willingness to solve life's problems, actions that are designed to adapt to situations, and the ability to use specific tools to deal with this stress. First, the main difference between protection mechanisms and coping-strategy efforts is the unconscious addition of the former and the conscious, purposeful use of the latter. [4]

Second, the coping strategy is flexible, targeted, and reality-oriented, while the defense mechanism can be immutable, compulsive, and distort realistic.

Third, the coping strategy is aimed at actively changing the situation and overcoming the processes of meeting important needs, while the protective processes are aimed at mitigating mental discomfort. The defense mechanism can be immutable, compulsive, and distort realistic. R. Lazarus and S. Folkman highlight the eight main actions of the coping strategy. [5]

1. Conflict is a conflict between a person and the current situation. An aggressive response to certain life situations, a person accepts with hostility and responds appropriately to his hostility.
2. Self-control is the suppression of emotions to move to rational action.
3. Seek support - the desire to ask for help from relatives, like-minded people to get rid of loneliness.
4. Escape - Escape from the problem, the responsibility for the actions passes to other people.
5. Planning - making a clear plan to get out of a situation.
6. Positive reassessment is the desire to see the positives in any situation.
7. Acceptance of responsibility - solving the problem remotely and avoiding the problem.

Coping strategy focuses on better adapting a person to environmental requirements, weakening or mitigating the impact, avoiding or adapting to it. It is also possible to overcome the effects of stress on the individual by choosing a coping strategy to maintain physical and mental health.

The effectiveness of the coping strategy is affected by several parameters: the degree of threat to the individual, the availability of the necessary resources and their success. There are three groups of coping strategies:

- Active problem-solving strategies using their own resources;
- Social assistance strategy;
- Avoidance and misbehavior strategy, where the person avoids solving the problem using auto-aggression, psychoactive drugs, alcohol.

According to R. Lazarus and S. Folkman, a person does not just resort to the same type of coping strategy, each person uses a combination of emotional, cognitive and behaviorally focused on coping methods and techniques to cope with stress. Thus, the coping process is a complex response to stress. [6]

The main defense mechanisms identified by Z. Freud:

1. Squeezing is the suppression of unconscious actions and experiences that pose a threat to self-awareness and move them to the unconscious realm. In this case, a person is forced to expend a large amount of mental energy, but suppressed desires are manifested in real life from time to time through expressions, dreams, and so on.
2. Projection is the transfer or attachment of one's unacceptable experiences to others.
3. Replacement is the transfer of inclined energy to a safer object.
4. Rationalization is self-justification, in which a person seeks to rationally explain his actions under the influence of instinctive actions.
5. Reactive formation is a more complex defense mechanism involving two stages. In the first stage, the unpleasant experience is suppressed, and in the second, an inverse feeling is formed in its place.
6. Regression is a return to childhood, the first forms of behavior. As a rule, immature, infantile individuals resort to these types of defense mechanisms. However, in cases of mental overload, normal adults can benefit from this protection.
7. Sublimation is a protective mechanism that helps to release social energy and protects a person from serious neuroses associated with not having sex.

According to Z. Freud, defense mechanisms are an unconscious reaction that works under stress or under threat. However, the more effective this or that mechanism is, the more energy it requires and distorts the real reality. [7]

Coping behavior and the defense mechanism are based on the same processes, but differ in different directions. Coping processes result from stressor perception. In the case of new demands on the person, if the previously existing answer turns out to be incorrect, the process of overcoming begins. If the new requirements are too much for the individual, then the coping process can take the form of protection. Protective mechanisms allow for the elimination of trauma by distorting the truth. Coping strategy is more plastic than psychological protection, but requires a person to expend more energy, contribute more cognitive, emotional, and behavioral. [8]

Thus, we can conclude that the coping strategy helps to overcome the problem situation more effectively than the protection mechanisms. The negative effects of facing difficult life situations can be mitigated using a coping strategy. Therefore, coping strategy is an important predictor of psychological well-being, health, and activity success. [9] However, most of the positive outcomes are related to the problem-based and emotionally oriented coping strategies, as well as the generalized division by proximity (activity) and avoidance criteria. [10] Exploring the diversity of coping strategies and the flexibility of their application is one of the promising areas.

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ANALYSIS OF SOME VERBS IN THE POEMS OF KHALIMA KHUDOYBERDIEVA

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ABSTRACT

A real poet does not use any unit of language to complete a poetic text or simply to express an idea. Even simple speech sounds, syllables, words, phrases, expressions, adverbs and sentences can be used according to their meaning and meaning. Only then will each phonetic, morphological, lexico-semantic, syntactic unit of language become in its place a means of poetic interpretation; attracts; connects the student's psyche with the world of poetry. The poetry of Halima Khudoyberdiyeva is a literary phenomenon, which is a unique practical manifestation of these high requirements in our national literature, showing more and more aspects of linguistic and poetic research. The talented Uzbek poetess Halima Khudoiberdiyeva has her own style, the ability to correctly and rationally use the possibilities of her native language; he was a creator capable of penetrating the heart of every lover of poetry, and the brightness of morphological units in his works deserves special attention.

KEYWORDS: *Linguistic Stylistics, Poetic Text, Power of Words, Language And Literature, Unique Command Of The Word, Unique Style.*

INTRODUCTION

Morphological means, such as phonetic, lexical and phraseological means, are also widely used in the stylistic actualization of the language. In the process of speech, it is necessary to distinguish between relatively convenient variants of grammatical synonyms, which requires the study of grammatical means in the context of general style. In this sense, it is appropriate to cite the following thesis: "...grammar studies the subject-logical and grammatical meanings of words, forms and constructions, and grammatical stylistics studies expressive, connotative meanings or their functional properties based on these basic meanings" [1,2].

Since there are so many variants of grammatical means, one of which may or may not be replaced by another, raises the question of the study of grammatical synonyms and requires the researcher to focus on these issues when analyzing grammatical means [3,4].

Verb. Traditional Uzbek linguistics has studied in detail the lexical-semantic and grammatical features of the verb. The first scientific studies in this area belong to the Turkologists A.N. Kononov, A. Gulyamov, A. Shcherbak, A.A. Koklyanova, and later these observations were made by A. Kh. A. Akbarov, T. Khodzhaev, R. Rasulov and others. Naturally, in these works, priority is given to the study of the lexical and grammatical features of a word, a semantic

fragment of an action. Verbs belonging to certain groups of meanings, grammatical categories and direct syntactic links also have a variety of stylistic features. It is no coincidence that Alisher Navoi in his book “Muhokamat ul-lugatayn” deeply analyzed 100 verbs and “revealed the subtleties of meaning in this series of words”, proving that the Uzbek language has a rich visual potential. [5,6]

A large-scale study of the stylistic possibilities of the verb in Uzbek linguistics was conducted by M. Sodikova [7].

The use of semantic groups of the verb. The general grammatical meaning of the verb is “to express action and state as a process”; we know that according to a number of lexical meanings specific to the action of creation, destruction, change, speech, perception, direction, specific to the state of psychological, mental meanings. In this sense, verbs are divided into groups of lexical meanings, such as action, state, speech, and thought verbs. [8].

In his work, the poet uses a wide range of linguistic means to illuminate the ideological content of his poems, to provide a figurative and aesthetic expression of thought. Including,

In one of the quatrains, the poet effectively describes the state of the protagonist, who suffered from the pressure of a bureaucratic leader, in simple verbs: Xushyorlar ko‘p **tepkiladi**. Kirlangan chim men. Xushyorlar ko‘p **so‘roq qilar**. Soqov men. Jim men. Agar Xayyom **qaytib kelsado‘st tutinardim**, Mayxonada sharob bilan **yuvinardim** men. [9].

In the poem "Uzbekistan" the author attaches a strong meaning to the verbs of speech: Navbat berib **dedilarki**, “O‘zbekistan **so‘zlaydi**”, **So‘zla** yurtim, meni Sening timsoling **dedilarmi**? Onam, sening “yuzing”ni deb, ular meni “**siz**”**laydi**. Yo‘qsa bu g‘o‘r shoiringni to‘sh kurib edilarmi?!

Through the verbs of the state, human emotions, unique situations are lined up in poetic lines: Borimni chuldiroq bolamga tutdim, Ug‘il-qiz ko‘zimga ko‘rinar qantday. Ammo men... Onajon... sizni **unutdim**, **Unutdim** qanday?!

In the poem "Say goodbye" the verb of action (to shed) can act as a verb in a figurative sense: Alvado, yor, **to‘kilmoqda** toqat degan jom, Ketmoq ishqi **kuydirmoqda** o‘t bo‘lib mani...

Thoughts of the poet o‘ylamoq (about contemplation), fikrlamoq (contemplation), xayol surmoq (imagination), tafakkur qilmoq (contemplation), o‘yga botmoq (contemplation), ko‘z oldiga keltirmoq (imagination), bir qarorga kelmoq (making a decision), xulosaga kelmoq (serve) as an expression of the invisible internal states of the human psyche. Including, Ketdim, **o‘yladimki** sendan qutildim, Endi sensiz kutgum har tongotarni. Ismingni ko‘ksimdan chechakday yuldim, Yorab, chechak shunday ildiz otarmi?

No aspect of public life, no concern of the layman, no change in nature will leave the creator indifferent to everything that belongs to man and the being around him. One of the republican newspapers (in the first years of our independence, there were events that tried to destroy our freedom, one of such terrible attempts was about the “Andijan incident”): “Akbarali, 16, who is in the Andijan City Polyclinic, said: “Our family grew onions in the fields of the Kurshob state farm. There were eighteen of us on four farms. That June 5th we hid in the jungle. We left our hiding place in the middle of the night and hit the road. When we approached the river, we were captured by the invaders. My mother had a two and a half year old brother in her arms. My brother was taken from his mother's arms and thrown into the river. My mother was also thrown

into the water. Following them, my father and brother rushed into the water. I was shot in the leg and fell... My mother and sister are still missing..." (From the newspaper) [10-13]

Here is what the poet writes, whose whole being is filled with hatred for bad news:

...Onang oqib baliq bo'ldi, Akbarjon,

Ukang oqib baliq bo'ldi, Akbarjon,

Endi qaydan bo'lsin ular daragi,

Bu ters hukmi xoliq bo'ldi, Akbarjon,

Unutganning kuysin ikki dunyosi!

...O'tgan o'tdi. Bo'lmas ortga qaytarib,

Faqat yurak zirq-zirq sanchgan paytlari,

Bu yashinvor chinqiriqli Turonda,

Ota Turkdan tarqalganga aytarim:

"Unutganning kuysin ikki dunyosi!"

It is in this poem "Two Forgotten Worlds" that the poet's skill in using allied verbs creates a portrait. (In the Uzbek language, it is positive *erkalamoq* (to caress), *suymoq* (to love), *yaxshi ko'rmoq* (to love), *parvona bo'lmoq* (to be sick), *rahmi kelmoq* (to regret), *xushomad qilmoq* (to flatter), *yon bosmoq* (to sympathize), *maftun bo'lmoq* (to be charmed), *e'zozlamoq* (to respect); there are also negative verbs, such as *beti qursin* (curse), *xudo olsin* (God forbid), *qorasi o'chsin* (blackout), *baloga giriftor bo'lsin* (calamity), *juvonmarg bo'lgur* (let him die). [14].

Use of relative forms of the verb. In the work of Halima Khudoyberdiyeva, the methodological possibilities of the category of relation, which represents the types of relations between an action and its performer, are not as clear as in other categories of the verb. For example, *Garchand ketmadi sho'rimiz, Ochimiz och, to'qimiz to'ygan. Bizlar ojiz ona bo'rimiz, Bolalarin odamlar so'ygan...*

In the excerpt from the poem "We are weak", according to the norm, the verb serving as a cut-off (after expressing the possessive plural) should have been given in the singular, and the verb *so'ymoq* (slaughter) according to the weight requirement - although the performers of the action make up the majority (people), the content of the expression almost not broken. [15].

In the poems of Halima Khudoyberdiyeva, the real image of a poetic image is often given in the form of a personal relationship. Including, "Mening to'zmas bol-u parim" writes in his poem: *Harchandki kuyib ishlab, yetgan joyi kuyindi, Oftoblari kuydirgich, ko'kda oyi kuyindi. Jonigacha qardoshga tutgan mo'mintoylarim, "O'zbek ishi" dayin toj, tuhmat tojin kuyindi.*

The poem is not about the tragedy of a particular person, but about the entire nation. If the verbs here were given in the form *kuidi, kiidi* (burnt, worn out), that is, in a certain proportion, then it would be impossible to give a clear figurative expression of a powerful thought in verse.

Another example: *Boshimga urayinmi o'tar dunyo shonini, U, kuygan o'tlarimda qaytadan kuyayinmi? Guldan baldoqlar taqqan jononlarning jonini Bir siqim tuproq qilgan dunyoni suyayinmi?* (From the poem "Only ... Babur cried")

We have seen that the poet's verses are read in the language of "I" and that human emotions take up a lot of space in poetic vibrations, mainly with verbs of a certain proportion. For example, Hozir chetga surib qo'ydim, men barcha ishni – O'qish, ishlash, qor saylining tartibin **buzdim**. Bu kech daraxt butog'idan uchmagan qushni, O'z onamning suratini yurakka **chizdim**. (From the poem "A Photograph of My Mother")

Sometimes the inner turmoil that makes a person's heart beat is also expressed by passive verbs: Sen qaydan bilasan, men ham zor goho, Yostig'im ko'z yoshdan **yuvilganini**, Mening bosh egganim – men uchun daho Yigit xayolidan **quvilganimni** Sen qaydan bilasan?! (From the poem "I said goodbye")

Use of forms of variable categories of verbs. There are grammatical forms specific to the verb that translate the verb from the participle into another category, quality, noun. (These forms are called o'zgalovchi kategoriya – the variant category in general, because they "glue" the properties of other categories to the verb in speech.) [16]

1) ravishdosh happens through forms -(a)y, -(i)b,-gach, -guncha, -gancha, -ganda, -gani,-may/masdan. For example, sometimes we look at the copper in the distance and we give it our all. In a hurry to catch up, we sigh - we don't know how to cross the Gold. (From the poem "It is also hard for a child")

2) Adjective occurs through forms -gan, -ayotgan, -adigan/ydigan. For example, "Arise, my children!" writes in his poem: **O'tgan** qora kunlardan hali-hanuz karaxtman, Har yaprog'i yurakday titrab **turgan** daraxtman. Shu holda ham oldinga **tashlanguchi** tik shaxdman, Bolalarim, qadni ko'taring!

3) Action noun forms are formed by affixes -moq, -ish, -uv. For example, Shunchaki **yoymoqqa**, ko'ngil to'lmaydi, Shunchaki **yoymoqqa** bormaydi qo'lim. Shunchaki yozganga chidab bo'lmaydi, Shunchaki **yoymoq** bu-shoirlar o'lim.

Using the action category of the verb. We know that in the Uzbek language 27 independent verbs in the form of action forms lose their independent meaning and act as auxiliary verbs. The poet used many forms of such verbs, both singular and plural. For example, G'am kelsa ham kuyib **icha beringiz**, Tiriksiz-ku, suyib **icha beringiz**, To'zim to'nin kiyib **icha beringiz**, Axir ko'zda jola ko'zga mehmondir. (From the poem "Guest")

I agreed and left. What did I say. I said it myself. I went. All I did in this world was say a word or two. To be honest, I left. (From a four-line poem)

I'm wet, I'm wet, I'm hot, I'm sweating, I'm lined up. No matter how strong and roaring the river, I carried you alone in my waves. (From a four-line poem)

The above verses contain logically equivalent words (roz aytdim, ketdim–roz aytdim, aytdim ketdim–aytdim, rost aytdim, ketdim–rost aytdim; qizib ketdim – qizidim, tizib ketdim – tizildim, oqizib ketdim – oqizdim) is applied, the charm disappears in them.

Use of participial forms. Each verb indicates whether an action is being performed or not. It is known that the participial form of the verb (performed, performed and expected to be performed) does not have a special affix. The form without segmentation (which is not done or is not supposed to be done) is formed by special grammatical means. Kh. Khudoiberdieva uses the following expressions to express the meaning of negation in her poems: affix **-ma**, which means

the form of the verb without being, **emas** is an incomplete verb, **na** on the meaning of negation, **yo'q** negation.

Sometimes the poet uses in one line both the participle (fulfilled or expected performance) and the participle (not fulfilled or expected performance) of the verb in such a way that the reader is involuntarily replaced by the lyrical character "I" sees himself. Because in the poem "I" is not individuality, but belonging to all patriots, patriots, elves. We see this in the poem "Sorry": Zamon dardin **chekmoq bo'ldim, chekolmadim**, So'kilganni **tikmoq bo'ldim, tikolmadim**. Ming yurakni **ishg'ol qilgan bo'lib yurib**, Biroviga birorta so'z **ekolmadim**.

The infinitive form of the verb means a statement in rhetorical interrogative verses: ...ko'k maysa diydorin, Kurtaklar bo'rtig'in **qumsamaydi** kim?! (From the poem "Our Gardens")

Qachon ona **sut bermas** bu achchiq alaflarga Qachon bu xil qotillar **tug'ilmaydi** onadan?! (From the poem "The Old Woman with Two Babies")

Sometimes the poet deepens the meaning of the expression by using the verb in the form of non-being together with another word that means denial: "No, it will not happen," says my father reluctantly, Hafsala-la twist the mustache. (From the poem "The Bridegroom Is Coming")

The inseparable form of the creative verb -ma and its variants -mai/-mayin/-mas/-masan/-mak is subordinated to the goals sometimes of a play on words, sometimes of amplification of meaning. For example, Xato **takrorlanmas, takrorlanmaydi** Odam o'ylab, ko'rib tursa har lahza. Kim alahlab kelgan joyiga qaytdi, Badanin kuydirib o'q lahcha, lahcha...Urush – mash'um xato, **takrorlanmaydi!** (From the poem "Mistake will not happen again")

Usually the infinitive form of the verb -ma and its variants serve to express a negative meaning. Halima Khudoyberdieva skillfully turns them into a means of conveying positive tones. For example, Comrades, may the sun never set on your head, may you all be happy, may you never be happy. Tears in the eyes of one of you - I will never face the scorching sun... I will draw the color of joy that I cannot draw... Do not show the dark day of my friends. (From the poem "My friends")

His poems use the poetic and aesthetic potential of both lexical and syntactic forms, which make it possible to quickly and easily understand the content of the work and give the poem a unique attractive melody.

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WAYS TO RISE FROM THE CRISIS AS A RESULT OF PANDEMY IN THE WORLD

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ABSTRACT

The article discusses the measures taken by states to prevent a pandemic, measures to overcome the recession in the economy and pay attention to the state of uncertainty in the economy and measures to prevent it. The Central Bank noted that economic activity in the country and internationally is recovering. In May, cash inflows from trade and paid services to commercial banks also began to recover.

KEYWORDS: *Pandemic, Economic Condition, Recession, Devaluation, Investment Activity, Helicopter Money Policy, Non-Payment Crisis, Sharp Decline In General Demand, Bank Liquidity.*

INTRODUCTION

Analyzes have shown that a pandemic can completely destabilize the world economy, depending on its continuation. Its consequences can be seen in the statistics on the situation in Uzbekistan in 2020. At the end of 2020, the country's economy grew by 1.6% compared to 2019 and amounted to 580.2 trillion soums. GDP growth was 0.76% in agriculture, 0.55% in construction, 0.18% in industry and 0.04% in services.

As a result of the impact of the coronavirus pandemic on international markets, foreign trade turnover amounted to 36.3 billion. dollars, a decrease of 13.1% compared to 2019. In particular, exports decreased by 13.4% and imports by 12.8%. As a result of the decline in investment activity in 2020, the volume of investments in fixed assets decreased by 8.2% compared to 2019. [1]

It should be noted that despite the impact of the pandemic, state budget revenues amounted to 132.9 trillion. The forecast was fulfilled by 4.2 trillion soums more than 128.7 trillion soums. Public expenditures in 2020 amounted to 144.1 trillion soums, or 24.8% of GDP. During the reporting period, the state's social expenditures amounted to 74.2 trillion soums, which is 51.5% of total expenditures. In relation to GDP, it was 12.8%. 85.1% or 63.2 trillion soums of these expenditures were spent on the social sphere and social support of the population.

As of January 1, 2021, the country's external debt amounted to \$ 21.1 billion, which is 36.5% of GDP. Public debt on behalf of the Government of the Republic of Uzbekistan amounted to \$ 15.1 billion and external debt guaranteed by the Republic of Uzbekistan amounted to \$ 6.0 billion.

The Uzbek economy has emerged from the pandemic with relatively few casualties. Economic growth was 5.6% in 2019 and 1.6% in 2020. In the first quarter of 2021, GDP grew by 3%, with growth in all sectors of the economy. According to analysts at Bloomberg Economics, global economic growth in the first quarter of 2021 is projected at 13%. In the mining industry, a decline in volumes of 13.3% in 2020 compared to 2019 was restored in 2021 and 0.1% growth was achieved, while in the processing sector it was achieved 4.6% growth. The automotive sector also grew during this period. In April 2021, Uzauto Motors issued \$ 300 million in international bonds. [2]

Production of consumer goods increased by 2.7% compared to the same period in 2020. Growth in agriculture was also 3.1%. In addition, services and trade grew by 21.3% and finance by 19.1%.

There is a decline in exports. The overall trend is due to a decline in oil products and energy by 53.1%, ferrous metals and their products by 22.7%, and services by 25.7%.

We mentioned that there have been dramatic changes in the investment sector as well. From 2021, the trend began to change, and the volume of state-guaranteed investments decreased by 6.2%, direct investment increased by 30.6% compared to 2020, private investment increased by 20% and enterprises by 6.3%.

The income of the population will also grow by 2021, with an increase of 3.9% in industry, 7.5% in education, 19.4% in finance and insurance, 16.0% in communications, 13.7% in trade, 17.6% in construction and 13.1% in health and social services. Increased by%. Foreign currency inflows to Uzbekistan are recovering. The Central Bank noted that economic activity in the country and internationally is recovering. In May, cash inflows from trade and paid services to commercial banks also began to recover. In particular, in April, banks received 3.4 trillion soums in cash, while in May this figure increased by 44% to 4.9 trillion soums. At the same time, in May, the volume of payments through terminals in trade and paid services increased by 25% compared to April and reached 5.2 trillion soums.

A similar situation was observed in the trades of the Commodity Exchange of the Republic of Uzbekistan. In April this year, sales fell 9.4 percent from the previous month, but rose 39.7 percent in May.

In addition, the flow of cross-border remittances has begun to recover, which in turn has a positive impact on the consumer mood. In particular, the volume of remittances in May increased by \$ 234 million compared to April and amounted to \$ 484 million. [3]

If we look at the causes and consequences of the current pandemic, the measures taken in other countries around the world, we can see the following:

As a result of the U.S. helicopter monetary policy, disruptions in the economy have diminished. In enterprises with less than 500 employees, workers are required to pay 2 weeks of coronavirus leave, employees are entitled to 10 weeks of leave (subject to payment of 2/3 of their salary), employees with an annual income of less than \$ 75,000 are paid \$ 1.4 thousand and their children are paid \$ 500. billion. The total amount of US spending on coronavirus is \$ 5.2 trillion, or 25% of GDP. Where were the allocated funds used? Mainly for the purchase of securities, utility costs. Used for food and to pay off mortgages. However, this situation has also led to negative consequences. There is currently a shortage of manpower in the United States. As a

result, there are more and more cases of untimely delivery of goods and services, components, and disruptions in the production process. This can be clearly seen in the problems in the semiconductor market, oil and energy markets. In 1970, semiconductors accounted for 5% of the total value of a car, now it is said to be 35-40%, and in 2030 it will be 5055%. The reasons for its decline are labor shortages, reduced demand from the auto industry during the pandemic period, and environmental problems. To address the problem, the EU is allocating \$ 50 billion, through which 20% of the total semiconductors produced by 2023 are expected to be manufactured in Europe;

In the UK, small businesses, the hotel industry and tourism have been exempted from taxes during the pandemic. 3-month vacation on mortgage payments;

Germany has introduced a 15,000-euro subsidy for private entrepreneurs in 2020, with 50 billion euros allocated for these purposes. In addition, an unlimited amount of credit was made available to tenants, and tenants were barred from canceling contracts even if no payments were made;

Parents working in Italy were given a voucher for 600 euros to hire a nanny to look after their children. The working Italians, whose income does not exceed 40,000 euros a year, were given 100 euros. A total of € 10 billion has been allocated to support families and businesses;

In Turkey, too, the minimum pension was distributed to 1,500 lira (\$ 230) and a total of 2 billion lira (\$ 308 million) to poor families; In the UAE, the state has provided 0% loans to banks on the condition that the borrower will not repay for 6 months. [4]

The economy was in deep recession during the quarantine period. This period covers 30-40% of the economy and labor force and leads them to deviate from the economic cycle. In addition, many investment projects will be frozen, and the freezing of construction projects will lead to huge losses. During the period of strict quarantine, production facilities, plants and factories will cease operations. Extending the quarantine period by 2-3 months will result in a 50% reduction in GDP per quarter. The quarantine period, ie in the second phase, the economy will partially recover, so it is expected to be the deepest recession in the entire economic history, given the annual decline in GDP by at least 20%. This crisis is not a cyclical economic crisis caused by a decline in production or a decline in demand during a pandemic period. This is an epidemiological and medical crisis. States are forced to shut down their economies to prevent an epidemic, with no chance of reviving the economy until the pandemic is over.

Therefore, the sooner the epidemiological and medical problems are resolved, the faster the economic crisis will be compared to 2008-2009, while the 10% unemployment rate in the U.S. during the previous crisis has been gradually reduced over several years.

As a result of a 20% decline in GDP, people will be forced to reduce their consumption of goods and services by the same amount. This leads to a 20% reduction in wages, profits, capital investment and income in the economy. To prevent this crisis, states are using the practice of economic aid to a certain extent to maintain the daily consumption of the population, temporarily minimizing losses in business. A reduction of 20% means a quarterly loss of this annual salary, profit and earnings. However, the onset of the crisis is likely to be driven by economic disruptions, not by oversupply, but by medical problems.

Given that the distribution of losses in the economy varies and falls on key service sectors, a crisis of the national system can occur as a result of record levels of bankruptcy and

unemployment in these sectors. Therefore, the first main task of the state should be to try to equalize losses by industry, to provide adequate financial assistance to the unemployed, to provide financial assistance to companies that do not want to lay off workers, in both cases to cover 60-70% of lost income. Of course, those working on a temporary contract should not be excluded.

It is important to understand the two major problems in the implementation of state aid to the economy, namely the implementation of direct financial assistance to firms to prevent debt crises and breakdowns. The stability of the banking system is ensured by the state direct financing of losses during the period of debt repayment to borrowers during the period of debt repayment, which is extended by half or one year. In addition, it is advisable to finance all companies if they have sufficient funds, then to overcome the potential crisis, ie unemployment, economic conflicts and insecurity among the population.

The difference between the current crisis and the previous ones is that the sooner significant government fiscal and monetary interventions are taken to mitigate the effects of declining production as a result of declining aggregate demand and rising uncertainty and rising investment liquidity in banks, the better. will be. At this point, it is important to understand that the more effective the economic measures, the higher the probability of a second wave of the disease as a result of the lack of a layer of the population that has developed immunity to the virus. If the second wave of the disease occurs, it could do more harm than the first wave, as it did in the 21st century and in history under the name "Spanish".

Prior to the spread of the COVID-19 epidemic, there were not many studies aimed at studying the economic aspects of its spread. But based on the results of these few studies, it has been proven that the more developed the economy, the higher the rate of disease spread.

At present, in addition to the study of the social and medical aspects of the application of measures against the pandemic, the study of numerical models of its economic impact is becoming more widespread. For example, the Thunstrom at all (2020) model proved that in the U.S., the scenario of keeping the distance between people fully realized would lead to a net gain of \$ 5 trillion. In this case, it has been proven to lead to continuous qualitative success when viewed from the point of view of human health.

In addition, the use of such models suggests that it is advisable to use specific measures other than general quarantine and non-targeted measures in the fight against the virus. For example, in a study by Berger at all (2020), forcing the entire population to take the test justified a reduction in mortality and a reduction in economic costs. In addition to these measures, measures may be taken to monitor those who come in contact with infected people. It is worth noting that such measures have yielded good results in South Korea, as well as in Singapore and Taiwan, and it should be noted that the implementation of these measures has yielded good results.

One of the peculiarities of the current economic crisis is the uneven distribution of economic costs aimed at preventing the pandemic and slowing its spread. First of all, the transport, tourism and service sectors are suffering from the measures taken. In addition, industries that produce goods for long-term use (such as the automotive industry) will also suffer significantly, as consumers will reduce their spending on these goods under conditions of uncertainty. Telecommunications companies, online gaming and online reading companies are more likely to benefit from the mandatory measures.

Companies that are small in size, such as small businesses and private enterprises, suffer more because their cash flows are greater than their assets and they do not have the “airbag” that large enterprises have. Therefore, having a constant turnover to maintain its activities and to fulfill its obligations, and the suspension of turnover for a short period of time can also turn enterprises into bankruptcy. This means that in countries where the level of development of small and medium-sized businesses is relatively low, the amount of damage will be less.

The current crisis resulting from the COVID-19 epidemic is a non-financial economic one. The fight against the virus primarily affects wages and the profits of companies. Financial institutions also suffered as a result of this decline in profits. Therefore, the state's fiscal policy is of primary importance in overcoming the crisis, and the government's monetary actions also play an important role in achieving a positive result.

In times of these crises, government economic support programs are needed to recover people's losses to a certain extent, to prevent the loss of aggregate demand, and thus to provide the real and financial sectors with the necessary liquidity. The solution of these three issues is important for the rapid recovery of the economy in the future and the prevention of losses in the long run. For small and medium-sized businesses with a strong tendency to bankruptcy, the timing of government support will also be important. That is why economists recognize the rapid and comprehensive implementation of government assistance as a key factor in the effectiveness of its positive impact on the economy. From the point of view of supporting aggregate demand, the main factor is how much the government agrees to increase its spending. It is desirable that the amount of expected debt is equal to the amount of GDP reduction. In the current situation, it is difficult to predict the extent to which the economy will shrink, based on the fact that it will shrink by 10% of GDP.

It is very difficult to make any predictions about the spread of the coronavirus and its impact on the economy in the current abstract period. However, it is possible to comment on the direction in which the world economy, and in particular the Uzbek economy, can move after the crisis. First of all, the question of the role of the state in the economy is the main one. The role of the state increases during a crisis and does not return to the previous state even after the crisis. However, given its very high role in developing countries, further strengthening its position could have negative consequences for the economy, so it is to be hoped that the increased role of the state will have a positive impact on the economy in terms of quality, such as increasing the efficiency of targeted social payments. In addition, the crisis could be a strong impetus for the development of the digital economy and the development of online industry activities. Another important indicator of the crisis is the growth of international cooperation and confidence in nationalism. On the one hand, it showed that biological threats do not choose borders, on the other hand, it shows that the spirit of nationalism is growing and humiliation is on the rise. Therefore, it is recommended to pay attention to the cases mentioned and possible in the study of the impact of the crisis at the state level.

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MODEL OF CREATING INTERACTIVE INTELLECTUAL ELECTRONIC EDUCATION RESOURCES

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ABSTRACT

Currently, the goal of higher education is to train staff using modern pedagogical and information technologies. The aim of this study is to widely apply artificial intelligence to the informatization processes of education based on the web and information technologies in the creation of an interactive intellectual e-learning resource. Research methods consist of expressing the essence of the problem posed to the student by dividing the practical training and independent study tasks into lower-level pieces according to the level of difficulty. The results of the study have a convenient and effective impact on the independent learning of students as a result of the introduction of artificial intelligence in the process of creating an e-learning resource.

KEYWORDS: *Electronic Education, E-Learning, Interactive, Intellectual, AI, Artificial Intelligence, Task Fragmentation, Task Aggregation.*

INTRODUCTION

It is achieving high results through the introduction of e-learning in the developed universities of the world. Artificial intelligence requires advanced infrastructure and evolving innovators. The use of artificial intelligence in the creation of e-learning resources has a convenient and effective impact on students' independent learning. Artificial intelligence in education is a rapidly evolving technological field capable of changing all aspects of our social relationships. In the field of education, teaching and learning solutions based on artificial intelligence are being developed and are now being tested in various contexts. Artificial intelligence should be a priority to address digital and social disparities as quickly as possible. Systematic work is underway to implement large-scale projects to continuously improve the quality of education on the basis of digital technologies [1].

The main advantage of using artificial intelligence in the e-learning process is that students can ask and answer questions about technology. Students sometimes try not to ask questions in the audience because they are afraid to deny what their peers are saying. Therefore, with the introduction of interactive intellectual software in education, it will be possible to implement approaches to the individualization of educational activities of students based on the use of e-learning. In the process of training future engineers, a special place is given to the practice of improving the process and tools for assessing the quality of education through the visualization

of educational services and the application of information and communication technologies, the generalization and summarization of analytical results.

For a machine to be a teacher, artificial intelligence must be more advanced than other intelligent tasks. Advanced technologies allow us to prepare quality e-learning materials. The amount of resources required to produce quality e-learning materials is so large that we still lack high-quality e-learning materials. Based on the issue of this further improved educational software and the review and analysis of available e-learning materials, most of them are programmed learning resources [2].

Research Methodology

The relevance of this method is that the model can participate in the role of a link between theory and reality. In addition, the pre-creation of the model provides a visual representation of conceptual ideas and the resource creation process helps all participants (teachers, professionals, software developers) to understand each other. Modeling is the most important stage of pedagogical design, in which the activity of understanding the shortest detail about what needs to be done is understood.

The acquisition of knowledge, skills and competencies in algorithmic languages and programming should be aimed at achieving the objectives set out in the methodology. Teaching aids (including the e-learning resource under study in our study) should be designed in such a way that all the actions taken by the learner (student) help to achieve the intended purpose of teaching the course "Algorithmic Languages and Programming".

The development of the interactive intellectual e-learning resource model was based on basic concepts such as the purpose of teaching and the principles of education, the approach to education [3].

In the process of learning programming language commands, the educational effect of an e-learning resource is realized through the following: Content of teaching materials: Encouraging learners' independence. To do this, the materials included in the e-learning resource are selected in such a way as to teach the learner not only the most optimal work strategies and tactics for working with tasks, but also provide information about the specifics of each command [4].

E-learning resource is an effective tool to encourage learners to work independently, as it not only provides them with the materials they need, but also helps them to master the necessary methods of work in an interactive mode. The e-learning resource is designed to help identify the typical mistakes made by each learner and to master the most optimal and effective ways to perform the types of tasks that these mistakes are allowed [5].

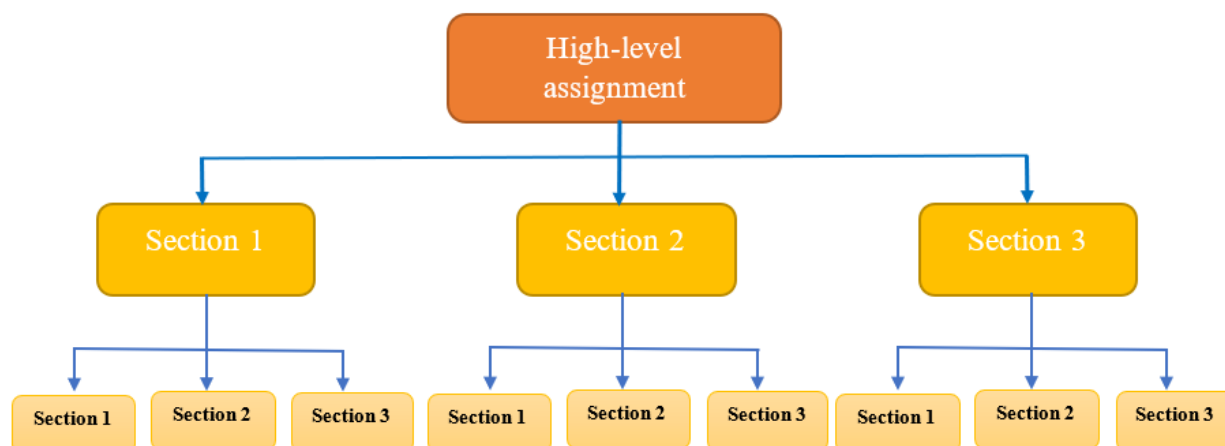


Figure 1. The process of breaking the task into pieces.

Figure 1 above shows a model of the step-by-step process of assigning tasks to a student. The task is divided into n parts, depending on the ability of the learner. Principles of teaching are the basic rules that together determine the requirements for the learning process and its components, ie goals, objectives, methods, tools, organizational forms, the teaching process.

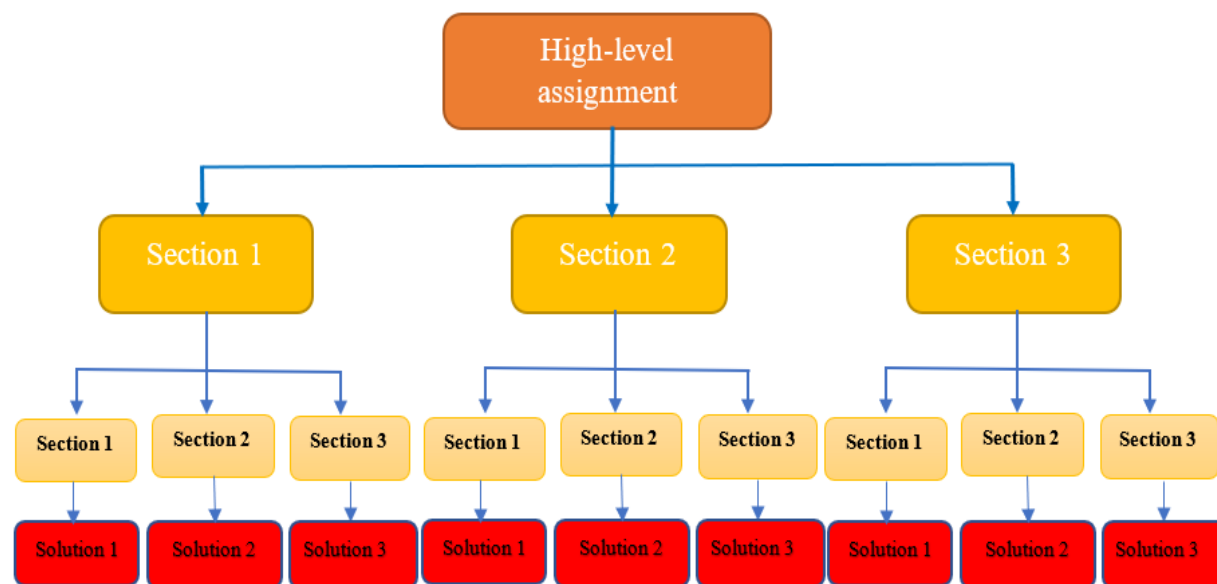


Figure 2. Divides the task into parts and finally presents the solution.

The development of e-learning resource model as a new generation of educational tools is based on the basic didactic, psychological and individual methodological principles of teaching, as well as the principles of e-pedagogy [1]. The solution also helps the student understand the essence of the content of the next task or the piece in the top step.

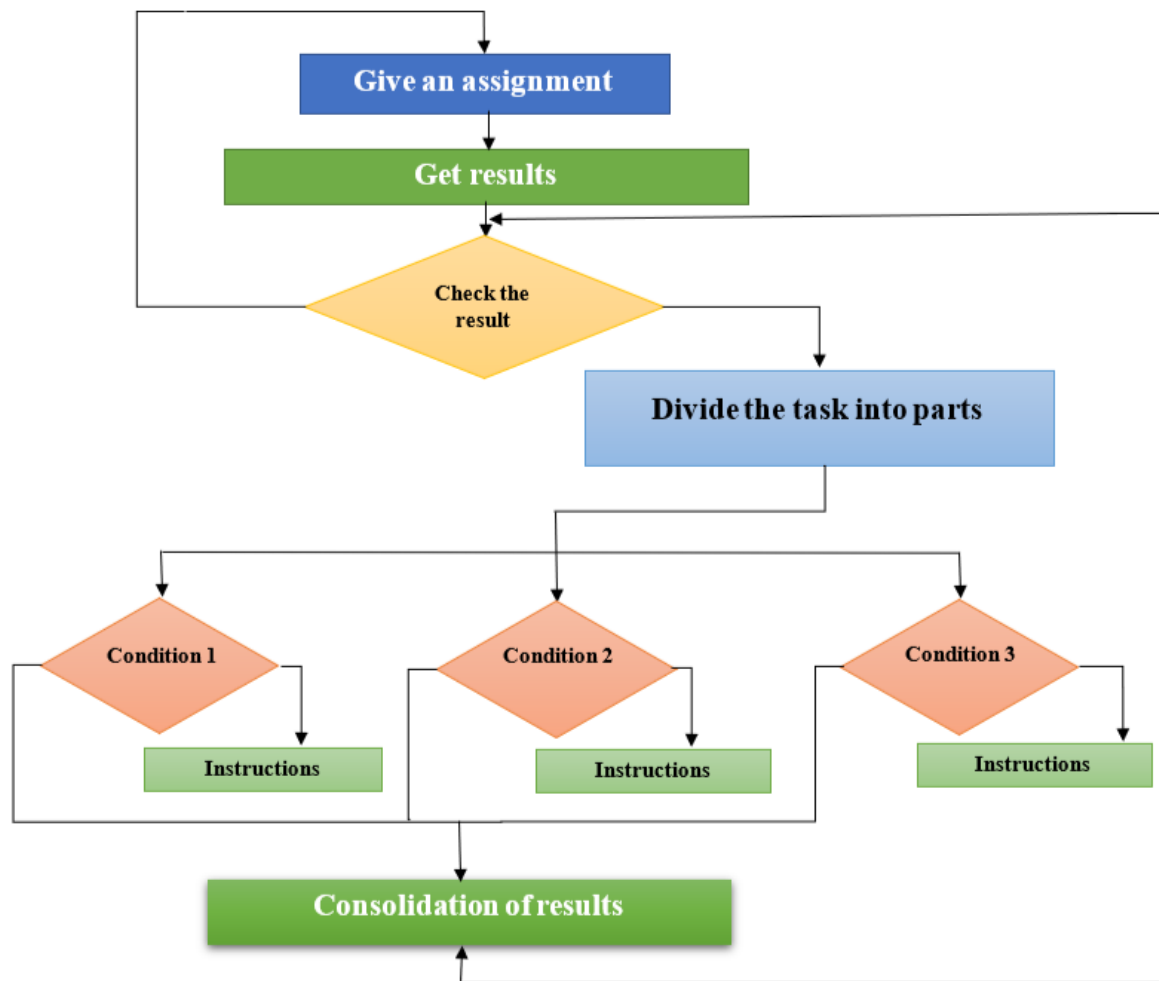


Figure 3. Algorithm for summarizing the result by dividing the tasks into parts.

In addition, science-based learning materials that contain interesting and up-to-date information included in the e-learning resource support learner motivation. The ability of the resource to update and correct training materials quickly and without significant material costs ensures that the assignment materials offered to the learner are always up to date. electronic form of the resource, its design, availability of multimedia information, compliance with the perceptions of modern man about the achievements of development science and technology, use at any convenient time and place, as well as saving on the purchase of printed educational materials.

The principle of taking into account the individual-psychological characteristics of the learner is implemented in the e-learning resource as follows: the program is organized in a non-linear form, depending on the set and content of assignments, reference information, the success and speed of implementation of counseling.

RESULTS

In order to determine the effectiveness of the results obtained in the experimental work, the results obtained in the control groups in higher education institutions in the assessment of professional knowledge and skills of students were compared with each other. In the control

groups, the training process was based on the existing traditional training, while in the experimental groups, the e-learning we offered was based on distance learning using the resource.

We observed an increase in the effectiveness of teaching in teaching as a result of the organization of the teaching process in the compulsory subject "Algorithmic languages and programming" on the basis of e-learning resources.

The purpose of the pedagogical experiments was to prove the accuracy of our hypothesis put forward in our scientific research.

The results of the experimental groups were regularly analyzed and compared with each other and conclusions were drawn. Where necessary, feedback from teachers directly involved in the process was discussed in detail.

№	Number of students	Students who completed the first step	As a result of splitting the task	Those who did it using instructions	They could not complete the task at all
1	28	5	18	4	1
2	27	7	15	3	2
3	29	6	19	4	0
4	28	9	12	6	1
5	26	6	17	3	0
6	27	3	20	3	1
7	17	8	6	1	2
8	16	2	8	5	1
	198	46	115	29	8
	100%	23,2 %	58 %	14,6	4,2 %

TABLE 1. INDICATORS OF STUDENT PERFORMANCE

It is a bit difficult for students to understand the assignments in the first step. A total of 198 first-year students participated in the experiment. As shown in our table, the total number of students who completed the first step is 46, or 23.2%. This means that students can master a maximum of 30% of a student in a traditional course. Through independent study, we will be able to increase this figure. It will not be possible to deal with each student individually. The solution to these problems will be to increase coverage through e-learning resources. As a result of the division of the task, 115 students were able to complete the task. Then the number of students who completed the assignment reached 161. This is 81.2%.

DISCUSSION

This interactive intellectual e-learning resource is based on artificial intelligence and does not move on to the next task until the student has learned. It lowers the task level and provides the pieces by dividing them into pieces. Allows you to run a parallel piece while maintaining its result when each piece is processed. Once the results of the parallel pieces are obtained, the integrated task is re-submitted and the result is obtained. This process can be time consuming, but can automatically run n students in parallel. Therefore, time and efficiency will be higher. During the course, the student may not be able to ask questions in the classroom, but may ask and learn over and over again from the e-learning resource. An analysis of the literature on the

problem has shown that the formation of creativity in a person is one of the tasks of education. Therefore, the development of professional creativity in the independent learning of students of higher education institutions is an urgent problem. When using an interactive intellectual e-learning resource, the student's range of independent thinking changes dramatically. When artificial intelligence is applied to education, it is a virtual teacher where students work together to achieve the best results. Adapting education to the needs of the individual student has been a priority for teachers for years, but AI allows for the management of 20-30 students in each group and provides a level of differentiation.

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MODERN TRADITIONS OF DEVELOPMENT AND IMPROVEMENT OF MOSQUE ARCHITECTURE

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ABSTRACT

The article describes the traditions of the historical formation of Central Asian mosques and the results of research conducted by the authors on the development and improvement of the architecture of modern mosques. The role and significance of the sacred religion of Islam, and hence the importance of mosques in our national values and identity, and freedom of religion, is great in this authoritative work. Such typological requirements are taken into account in the construction of most modern mosques.

KEYWORDS: Mosques, Their Varieties, History Of Formation, Architectural Features, Modern Mosques, Proposals For Development And Improvement Of Their Architecture.

INTRODUCTION

The capital of the Republic of Uzbekistan, Tashkent, has been declared the "Capital of Islamic Culture" by the International Islamic Organization. The role and significance of the sacred religion of Islam, and hence the importance of mosques in our national values and identity, and freedom of religion, is great in this authoritative work. However, to date there are virtually no scientific works and literature on the architecture of modern mosques being built in Uzbekistan. Therefore, the subject of this article about the architecture of mosques is not irrelevant. [1]

Main part. During the years of independence, a total of 600 mosques have been built and commissioned in the cities of Samarkand, district centers and villages of Samarkand region, including over 300 mosques and over 50 mahalla mosques. Around 250 preexisting mosques have been refurbished and commissioned.

The architectural typology of mosques established in Central Asia corresponds to the structural structure of our historic cities. They can be divided into mosques built as individual buildings, mosques built under or inside other public buildings and complexes. Individual mosques are divided into urban and rural mosques. Urban mosques usually include guzars or mahallas, Friday mosques and mosques. [2]

Mosques formed under or inside other public buildings may include mosques attached to madrasas and khanakas or mosques attached to temples and cemeteries.

The main features of the architecture of historic mosques are:

- The formation of the mosque on the basis of local building materials and building traditions;

- The use of two types of canopied compositions in the architectural and planning solutions of most mosques, especially mosques: the first is a canopied composition with a compact inner hall. In such mosques, the canopies face outward from the building, on one, two or three sides. The second is a composition with an interior courtyard symmetrical in relation to the longitudinal axis, in which the mosque premises and porches face towards the courtyard; [3]
- The presence of winter and summer groups in the mosque premises, the formation of open (courtyard), semi-enclosed (porch) and closed rooms (winter room);
- Exaggeration of minaret, dome, altar, chair, entrance and gates of mosques, orientation of altar to qibla;
- Attempts were made to ensure architectural integrity and harmony, in short, architectural harmony between architectural forms, parts and elements of mosques (winter hanakas, canopies, minarets, altar, courtyard, gatehouse);
- The combination of external style and interior of the mosque with the original entrance, Islamic, written ornaments, muqarnas and other ornaments and colors;
- The construction and placement of mosques, especially mosques, in the most populous and densely populated areas (registans, madrassas, markets and other prestigious places);
- Historic mosques are built in symbiosis with other public buildings and functions (e.g., historic schools and khanakas).
- Landscaping and landscaping around mosques.

These features have evolved and modernized over the centuries. Many of them are typical of modern mosques as well.

The architecture of most modern mosques under construction today meets the most basic requirements of Islamic tradition for mosques. These include: the erection of a minaret in front of the mosque building, the separation of the mosque compound from its surroundings by a wall or barrier, the installation of gates at the entrance to the mosque compound, the mosque roof (the main hall) covered with a dome, and the arrangement of a level ground and vestibules in the hall in summer, the arrangement of toilets and latrines in the mosque compound. [4]

Such typological requirements are taken into account in the construction of most modern mosques. However, the only altar installed in modern large mosques is insufficient for the assembly of worshippers. It is advisable to increase their number to 2-3. In mosques, toilets, especially toilets, should preferably be placed in the worshippers and, if possible, downstairs. [5]

The regional characteristics of the architecture of modern mosques built in Samarkand region during the years of independence are mainly characterized as follows:

- In the first case, the direct use and application of traditional historical forms characteristic of the architecture of Islamic culture (khanaka, altar, dome, terraces and an open courtyard adjacent to them);
- Elements of folk arts and crafts, such as domes, arts and crafts, patterns, and ornaments, which are historical landmark systems, are common to the architecture of newly constructed mosques. Harmony in l;

- Placement and construction of mosques in the most prestigious locations in terms of urban planning, providing them with utilities (hot and cold water, sewerage, electricity, gas), landscaping and beautification of the mosque area;
- Ensuring the design and creation of parking spaces for private cars of worshippers and employees of the mosque.

An analysis of the decorations and ornaments in the interiors of most of the newly-built mosques has revealed the following traditional artistic solutions:

- The use of geometric (girih) and plant (Islamic) patterns made in different ways;
- The use of traditional muqarnas patterns in the decoration of domes and altars;
- Use of written ornaments (in the decoration of walls, altar and dome flanges).

The current mosque in Samarkand does not have its own complete and coherent architectural solution. It does not meet modern aesthetic demands of high-ranking Islamic scholars visiting Samarkand. Therefore, the construction of a separate modern mosque in Samarkand is one of the most pressing issues today. As its total capacity is 5,000 for Friday and festive prayers, it is also desirable to have at least 3 altars and be located in the most prestigious area of the city. [6]

It is legally stipulated that the qibla of the mosque should be oriented to the southwest, more precisely to the west of the compass arrow at 14 degrees.

From now on, the architecture of modern mosques should be based only on the national mentality and high artistic-aesthetic concepts. At the same time, they should not remain outside the influence of universal values of architecture and art, the modern architectural styles of the Islamic world.

Regardless of whether contemporary mosque buildings, especially mosques, are designed as masterpieces of national architecture and represent great historicity in architectural and volumetric solutions, whether they are built with modern solutions or designed in completely new architectural styles, they would always be in the hearts of our people and nation, it must be clear and acceptable, formed on the basis of universal human values, very simple in use and economic in its construction.



When it comes to the minarets of mosques, the question of how many there should be is of great importance. The fact is that in the mosques we have observed and studied, their number varies from one to four, and in some cases even more. To solve this question we made the following observation. The number of towers should be at least one. However, it is desirable that there should not be more than four. This is because when the four corners of a mosque building are inflated by a single minaret (true

minarets in the two corners of the main style, bucket minarets in the two corners of the back style), at least two minarets are visible from either side. Symbolically, these two towers are the two hands of a man who comes to worship him in the house of God and extends his hand to the sky, that is, to the god of heaven. The figure between the two arms is the head of man, which can be compared with the top of the main room of the mosque and the dome. Hence it is advisable that the main styles of mosques have at least two minarets, both symbolically and in the sense of reference points. In addition to the five daily and Friday collective prayers, mosques should have a large courtyard for the biannual Islamic Eid prayers. Given that the worshippers line up in the mosque facing the qibla, it is desirable that the width of the winter mosque-khanaka and the mosque courtyard should be much larger. The large area in which the prayers are performed in the courtyard should be coherent, cohesive, and level. It is desirable that the perimeter of the courtyard should be embossed on the inside with wide and high porches.

The size and shape of the minaret, which plays a subordinate role to the winter mosque (khanaka), is also worthy of attention in exaggerating the volumetric and spatial composition of the mosque, since its composition can sometimes play a decisive role. It depends on how the mosque is located in the urban architectural environment, and also serves as a reference point for the minaret.

Independence was the greatest gift God gave us. The efforts of President Shavkat Mirziyoyev are leading in this direction. The spirituality, culture and religious values of our people, matured and developed in the depths of centuries, have been realized and further developed thanks to independence. Yes, independence is the glorious way of our future. We were once again convinced of this while studying the architecture of mosques.

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THE STATE OF THE IMMUNE SYSTEM IN PATIENTS WITH CUTANEOUS LEISHMANIASIS

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ABSTRACT

In patients with all clinical forms of cutaneous leishmaniasis, there is a violation in the work of the immune system, expressed by an imbalance of both cellular and humoral links of the immune system of the body.

KEYWORDS: *Immunity, Cutaneous Leishmaniasis, Histiophagocytic System.*

INTRODUCTION

Currently, visceral and cutaneous (urban type) leishmaniasis has been practically eliminated in Central Asian countries, but zoonotic cutaneous leishmaniasis (ZKL) continues to occupy a certain place in regional pathology and tens and hundreds of fresh cases of this disease are registered annually [1,3,5,9,11,15]. The main endemic foci have long been located on the territory of Uzbekistan and Turkmenistan, as well as in certain regions of neighboring Kazakhstan [1]. The degree of manifestations of episodes in these territories is different and the morbidity of the population in each of them has its own characteristic features due to the mutual location of settlements and natural foci, the degree of contact of the population with foci and the level of the immune layer [2,4,8].

In Uzbekistan, cutaneous leishmaniasis is one of the most common parasitic diseases that have a large share in the regional pathology. A fairly high prevalence of zoonotic cutaneous leishmaniasis is noted in Turkmenistan and Uzbekistan, where dozens and hundreds of new cases of this disease are registered annually in endemic zones [6,7,10,12,16].

Epidemiological studies have shown that certain seasonality is characteristic of cutaneous leishmaniasis. The first patients appear at the end of May, then the incidence increases, reaching its maximum in September-October, and then there is a gradual decline in the incidence and in winter, as a rule, there may be isolated cases of zoonotic cutaneous leishmaniasis, and this applies to patients who have sought medical help late.

It should be emphasized that cutaneous leishmaniasis is one of the few protozoal diseases, the transfer of which leads, as a rule, to the development of persistent, tense and long-term immunity. Leishmania are obligate, intracellular parasites that are able to penetrate, transform, multiply and survive in the cells of the host's histiophagocytic system, so the body's response has its own characteristics [13].

Most authors explain the presence of persistent immunity of cutaneous leishmaniasis by the fact that a cellular immune response develops in the human body as a result of the transferred disease [1,5,8,14,17]. Along with the cellular link, the humoral link of immunity has certain significance, which is also able to influence the synthesis of specific antibodies [2]. It was noted that peripheral blood B-lymphocytes lose their functions, which, apparently, is associated with possible violations of the cooperation of immunocompetent cells, as well as an increase in the suppressive activity of blood [3].

According to modern concepts, disorders of the immune system are closely associated with certain cytokines that determine the types of immune response (Th1- and Th2 types), and studies in this direction are isolated and very contradictory [2].

The search for new effective drugs for the treatment of patients with cutaneous leishmaniasis is a very topical issue [3]. Previously successfully used drugs, in particular, monomycin, have been discontinued; antimony preparations are highly toxic, etc. It should be pointed out that for the treatment of cutaneous leishmaniasis, a variety of surgical, chemotherapeutic, immunobiological and many other methods are used today that can cause serious complications. Therefore, the development of new methods of therapeutic effects, pathogenetically justified, is an urgent task of modern dermatology.

It should be noted that despite a large number of scientific studies devoted to the study of pathogenetic mechanisms of development and treatment of cutaneous leishmaniasis, the clinical structure and comprehensive study of the pathogenesis of cutaneous leishmaniasis, taking into account immune, biochemical and genetic aspects, have not been studied in our region. The study of the above parameters allows us to better understand the pathogenesis and improve the methods of treatment of cutaneous leishmaniasis.

These data indicate the need for further pathogenesis studies to address the development of cutaneous leishmaniasis, as well as the possibility of the development of complicated forms of cutaneous leishmaniasis, in particular, metalleishmaniasis.

Despite the detailed coverage in the literature about the participation of cellular and humoral factors in the formation of cutaneous leishmaniasis, information about their condition in patients with cutaneous leishmaniasis in the available literature is very scarce.

In order to exclude the influence of various pathological conditions on the immune system indicators, when studying the state of immunity, we limited ourselves to the study of persons who did not have diseases of other organs and systems.

The purpose of the study. To develop a method of molecular genetic diagnosis and pathogenetic therapy of cutaneous leishmaniasis based on the study of immune-biochemical studies.

Material and methods of research. Immunological parameters were studied in 119 patients with cutaneous leishmaniasis. Of these, 38 patients were diagnosed with a tubercular form of cutaneous leishmaniasis, 52 – ulcerated leishmaniomas, 22 – ulcerated leishmaniomas with tubercles with lymphangitis and 7 – metalleishmaniasis. The control group consisted of data from 20 practically healthy individuals aged 25 to 40 years.

The state of the immune system was assessed by the expression of CD-differentiated and activation antigens. Markers of immunocompetent cells were determined by indirect rosette formation using an immunoreagent – human erythrocytes of group 0 (I) Rh – loaded with monoclonal antibodies through a 3% solution of chromium chloride (manufactured by Sorbent LLC, Moscow, Russia) specificity CD3 – for T-lymphocyte receptors, CD4 – for T-helper/inducers, CD8 – for T-suppressors/cytotoxic lymphocytes, CD19 – for B-lymphocytes.

The results of the study showed (Table. 1) that in patients with cutaneous leishmaniasis of the general group, a significant increase in the absolute number of leukocytes (5800 ± 75 cl / mcl) was observed before the start of treatment compared with the data of the control group (5380 ± 82 cl / mcl). The relative and absolute number of lymphocytes remained at the level of control values ($p > 0.05$). The study of the state of the cellular link of the immune system showed that in patients of the general group there was a statistically significant decrease in both the relative number of CD3 cells ($p < 0.001$) and the absolute number of CD3 cells ($p < 0.05$) and on average they were $48,27 \pm 0,40\%$ and 881 ± 19 cells/ μ l, respectively, against $58,15 \pm 0,74\%$ and 1013 ± 31 cl/ml, respectively, in the control.

TABLE 1 INDICATORS OF THE IMMUNE SYSTEM IN PATIENTS WITH CUTANEOUS LEISHMANIASIS ($M \pm m$)

Immunity indicators	Control group n=20	Patients with cutaneous leishmaniasis n=119
Leukocytes, cl/mcl	5380 ± 82	$5800 \pm 75^*$
Lymphocytes, %	$32,40 \pm 0,76$	$31,62 \pm 0,77$
Lymphocytes, cl/mcl	1743 ± 50	1823 ± 35
CD3, %	$58,15 \pm 0,74$	$48,27 \pm 0,40^{**}$
CD3, cl/mcl	1013 ± 31	$881 \pm 19^*$
CD19, %	$16,80 \pm 0,39$	$23,52 \pm 0,53^{**}$
CD19, cl/mcl	288 ± 11	$429 \pm 13^*$
CD4, %	$38,30 \pm 0,38$	$30,23 \pm 0,36^{**}$
CD4, cl/mcl	652 ± 24	$550 \pm 12^*$
CD8, %	$18,85 \pm 0,43$	$19,76 \pm 0,22$
CD8, cl/mcl	320 ± 13	361 ± 8
IRI	$2,04 \pm 0,05$	$1,56 \pm 0,03^{**}$
IgA, g/l	$2,32 \pm 0,05$	$2,73 \pm 0,03^{**}$
IgM, g/l	$1,42 \pm 0,05$	$1,74 \pm 0,02^{**}$
IgG, g/l	$12,25 \pm 0,31$	$19,49 \pm 0,32^{**}$
CEC, cu.	$13,95 \pm 0,48$	$30,43 \pm 0,62^{**}$

Note: p is the reliability of the data in relation to the control.

* - $p < 0.05$; ** - $p < 0.001$

The study of the content of the subpopulation composition of T-lymphocytes showed that in patients with cutaneous leishmaniasis before treatment, compared with the data of the control group, the relative and absolute number of CD4 cells was significantly reduced and averaged $30.23 \pm 0.36\%$ and 550 ± 12 cells/ μ l, respectively, versus $38.30 \pm 0.38\%$ and 652 ± 24 cells/mcl, respectively, in control. The content of another population of T-lymphocytes, CD8 cells, was inclined to increase ($p > 0.05$) compared with the data of the control group.

In patients of this group, the immunoregulatory index (IRI), that is, the ratio of CD4/CD8 cells, was significantly reduced ($p < 0.001$) and on average was equal to 1.56 ± 0.03 versus 2.04 ± 0.05 in the control.

When studying the state of the humoral link of the immune system, it was revealed that in patients with cutaneous leishmaniasis of the general group, there was a statistically significant increase in both relative ($23.52 \pm 0.53\%$ at $16.80 \pm 0.39\%$ normal, $p < 0.001$) and absolute (429 ± 13 cl/ μ l versus 288 ± 11 cl/ μ l in the control, $p < 0.05$) the number of CD19 cells. The study of the concentration of serum immunoglobulins showed that in patients of this group there was a significant increase in the level of three classes of immunoglobulins IgA, IgM and IgG relative to the control ($p < 0.001$).

The most pronounced changes were found when determining the amount of CEC in the blood serum. In the examined group of patients, there was a more than 2-fold increase in the CEC level compared to the control group and on average it was 30.43 ± 0.62 cu versus 13.95 ± 0.48 cu in the control.

The data obtained by us show that, in general, patients with cutaneous leishmaniasis have a violation in the immune system, which is expressed by a decrease in cellular activity and an increase in the humoral link of the body's immunity.

In further studies, we studied the state of the immune status of patients with cutaneous leishmaniasis, depending on the clinical form of the disease.

The revealed patterns in the dynamics of immunological indicators, when determining the immune status in patients with cutaneous leishmaniasis without differentiating them by clinical forms, are preserved even when they are separated into separate groups.

TABLE 2 INDICATORS OF THE IMMUNE SYSTEM IN PATIENTS WITH TUBERCULAR FORM OF CUTANEOUS LEISHMANIASIS (M±m)

Immunity indicators	Control group n=20	Patients with tubercular form of cutaneous leishmaniasis n=38
Leukocytes, cl/mcl	5380 ± 82	5739± 120*
Lymphocytes, %	32,40 ± 0,76	31,13± 1,00
Lymphocytes, cl/mcl	1743 ± 50	1796± 77
CD3, %	58,15 ± 0,74	51,95± 0,41*
CD3, cl/mcl	1013 ± 31	935± 42
CD19, %	16,80 ± 0,39	19,55± 0,53**
CD19, cl/mkl	288 ± 11	352±18*
CD4, %	38,30 ± 0,38	33,95± 0,55*
CD4, cl/mcl	652 ± 24	606± 25
CD8, %	18,85 ± 0,43	19,13± 0,43
CD8, cl/mkl	320 ± 13	345± 18
IRI	2,04 ± 0,05	1,80± 0,04*
IgA, g/l	2,32 ± 0,05	2,71± 0,04*
IgM, g/l	1,42 ± 0,05	1,66± 0,02*
IgG, g/l	12,25 ± 0,31	18,12± 0,42***
CEC, cu.	13,95 ± 0,48	25,97± 0,82***

Note: p is the reliability of the data in relation to the control.

* - $p < 0,05$; ** - $p < 0,01$; *** - $p < 0,001$

The results of the study showed (Table. 2) that patients with the tubercular form of cutaneous leishmaniasis had a significant decrease in the relative number of CD3 cells ($p < 0.05$). At the same time, the absolute content of CD3 cells in patients of this group did not change much in comparison with the control ($p > 0.05$).

Analysis of the content of the subpopulation composition of T-lymphocytes showed that in patients of this group before the start of treatment, the relative number of CD4 cells ($p < 0.05$) was statistically significantly reduced compared to the control group and averaged $33.95 \pm 0.55\%$ versus $38.30 \pm 0.38\%$ in the control group. The absolute number of CD4 cells remained at the level of the control group data ($p > 0.05$). The content of another population of T-lymphocytes – CD8 cells had no statistically significant differences with the control group ($p > 0.05$). Along with this, there was a decrease in the IRI index by 1.1 times in relation to the indicator of the control group.

A study of the state of the humoral link of immunity showed that in patients of this group there was a significant increase in both relative and absolute ($p < 0.01$ and $p < 0.05$, respectively) CD19-cell content.

The study of the level of immunoglobulins revealed that in patients with the tubercular form of cutaneous leishmaniasis, a statistically significant increase in the concentration of IgA ($p < 0.05$), IgM ($p < 0.05$) and IgG ($p < 0.001$) was observed in the blood serum.

In patients of this group, compared with the control, there is a 1.9-fold increase in the content of CEC in the blood serum.

A study of the state of the immune system in patients with ulcerated leishmaniasis showed (Table. 3) that in patients of this group, a significant decrease in the relative number of CD3 cells ($p < 0.01$) was detected before the start of treatment, and on average it was $48.33 \pm 0.36\%$ versus $58.15 \pm 0.74\%$ in the control, and the absolute content of CD3 cells tended to decrease compared to the control group ($p > 0.05$).

In patients of this group, the relative ($p < 0.001$) and absolute ($p < 0.05$) number of CD4 cells was significantly reduced compared to the data of the control group, and the content of CD8 cells was at the level of control values ($p > 0.05$). In patients of this group, a decrease in the IRI index was revealed by 1.4 times compared with the indicator of the control group.

**TABLE 3 INDICATORS OF THE IMMUNE SYSTEM IN PATIENTS WITH
ULCERATED LEISHMANIASIS ($M \pm m$)**

Immunity indicators	Control groups=20	Patients with ulcerated leishmaniasis=52
Leukocytes, cl/mcl	5380 ± 82	$5808 \pm 116^*$
Lymphocytes, %	$32,40 \pm 0,76$	$32,35 \pm 0,90$
Lymphocytes, cl/mcl	1743 ± 50	1861 ± 51
CD3, %	$58,15 \pm 0,74$	$48,33 \pm 0,36^{**}$
CD3, cl/mcl	1013 ± 31	899 ± 26
CD19, %	$16,80 \pm 0,39$	$23,46 \pm 0,67^{***}$
CD19, cl/mkl	288 ± 11	$437 \pm 19^{**}$
CD4, %	$38,30 \pm 0,38$	$29,25 \pm 0,25^{***}$
CD4, cl/mcl	652 ± 24	$544 \pm 15^*$
CD8, %	$18,85 \pm 0,43$	$19,86 \pm 0,32$
CD8, cl/mkl	320 ± 13	369 ± 11
IRI	$2,04 \pm 0,05$	$1,48 \pm 0,03^{**}$
IgA, g/l	$2,32 \pm 0,05$	$2,75 \pm 0,05^{**}$
IgM, g/l	$1,42 \pm 0,05$	$1,80 \pm 0,02^{**}$
IgG, g/l	$12,25 \pm 0,31$	$18,97 \pm 0,44^{***}$
CEC, cu.	$13,95 \pm 0,48$	$30,69 \pm 0,85^{***}$

Note: p is the reliability of the data in relation to the control.

* - $p < 0,05$; ** - $p < 0,01$; *** - $p < 0,001$

In patients with ulcerated leishmaniasis, a significant increase in both the relative and absolute number of CD19 cells is detected in the blood ($p < 0.001$ and $p < 0.01$, respectively). Against this background, there is a significant increase in the concentration of IgA ($p < 0.01$), IgM ($p < 0.01$) and IgG ($p < 0.001$) compared to the control.

In patients of this group, there is a 2.2-fold increase in the concentration of CEC in the blood serum.

**TABLE 4 INDICATORS OF THE IMMUNE SYSTEM IN PATIENTS WITH
ULCERATED LEISHMANIOMAS WITH TUBERCLES OF INFECTION WITH
LYMPHANGOITIS (M±m)**

Immunity indicators	Control group n=20	Patients with ulcerated leishmaniomas with tubercles of insemination with lymphangoitisn=22
Leukocytes, cl/mcl	5380 ± 82	5904± 185*
Lymphocytes, %	32,40 ± 0,76	31,23± 1,32
Lymphocytes, cl/mcl	1743 ± 50	1819± 66
CD3, %	58,15 ± 0,74	44,50± 0,80***
CD3, cl/mcl	1013 ± 31	809± 31*
CD19, %	16,80 ± 0,39	27,68± 1,24***
CD19, cl/mkl	288 ± 11	506±32**
CD4, %	38,30 ± 0,38	26,73± 0,74***
CD4, cl/mcl	652 ± 24	489± 26**
CD8, %	18,85 ± 0,43	20,23± 0,37*
CD8, cl/mkl	320 ± 13	369± 15
IRI	2,04 ± 0,05	1,41± 0,06**
IgA, g/l	2,32 ± 0,05	2,65± 0,06**
IgM, g/l	1,42 ± 0,05	1,74± 0,05**
IgG, g/l	12,25 ± 0,31	21,24 ± 0,76***
CEC, cu.	13,95 ± 0,48	35,36± 1,34***

Note: p is the reliability of the data in relation to the control.

* - $p<0,05$; ** - $p<0,01$; *** - $p<0,001$

The results of the study show (Table.4) that in patients with ulcerated leishmaniomas with tubercles of seeding with lymphangoitis, before the start of treatment, there was a significant decrease in both the relative ($p<0.001$) and absolute number of CD3 cells ($p<0.05$) and on average they were $44.50 \pm 0.80\%$ and 809 ± 31 cells /ml, respectively, at $58.15 \pm 0.74\%$ and 1013 ± 31 cl/μl, respectively, in the control.

Analysis of the content of the subpopulation composition of T-lymphocytes showed that in patients of this group, both the relative ($p<0.001$) and absolute ($p<0.01$) number of CD4 cells was statistically significantly reduced compared to the control group and averaged $26.73 \pm 0.74\%$ and 489 ± 26 cells/ml, respectively, versus $38.30 \pm 0.38\%$ and 652 ± 24 cl /μl, respectively, in the control. The relative content of another population of T-lymphocytes, CD8 cells, was significantly higher than in the control ($p<0.05$), and their absolute number remained at the control level. Along with this, there was a decrease in the IRI index by 1.4 times in relation to the indicator of the control group.

The study of the state of the humoral link of immunity revealed that in patients with ulcerated leishmaniomas with tubercles of seeding with lymphangoites, there was a significant increase in both the relative ($27.68 \pm 1.24\%$ at $16.80 \pm 0.39\%$ normal) and absolute (506 ± 32 cl/μl versus 288 ± 11 cl/μl in the control) number of CD19 cells ($p<0.001$ and $p<0.01$, respectively).

The study of the concentration of serum immunoglobulins in patients of this group before the start of treatment revealed a significant increase in the level of IgA ($p<0.01$), IgM ($p<0.01$) and IgG ($p<0.001$) compared with the control values.

The most pronounced changes were found when determining the amount of CEC in the blood serum. In the examined group of patients, there was a more than 2.5-fold increase in the CEC level compared to the control group and on average it was 35.36 ± 1.34 cu versus 13.95 ± 0.48 cu in the control.

TABLE 5 INDICATORS OF THE IMMUNE SYSTEM IN PATIENTS WITH METALLEISHMANIASIS ($M \pm m$)

Immunity indicators	Control group n=20	Patients with metalleishmaniasis n=7
Leukocytes, cl/mcl	5380 ± 82	5743 ± 436
Lymphocytes, %	$32,40 \pm 0,76$	$30,14 \pm 1,53$
Lymphocytes, cl/mcl	1743 ± 50	1701 ± 78
CD3, %	$58,15 \pm 0,74$	$39,71 \pm 1,44^{***}$
CD3, cl/mcl	1013 ± 31	$674 \pm 38^{**}$
CD19, %	$16,80 \pm 0,39$	$32,43 \pm 1,02^{***}$
CD19, cl/mkl	288 ± 11	$552 \pm 31^{**}$
CD4, %	$38,30 \pm 0,38$	$28,43 \pm 1,52^{***}$
CD4, cl/mcl	652 ± 24	$483 \pm 34^*$
CD8, %	$18,85 \pm 0,43$	$21,00 \pm 1,40^*$
CD8, cl/mkl	320 ± 13	355 ± 22
IRI	$2,04 \pm 0,05$	$1,37 \pm 0,10^{**}$
IgA, g/l	$2,32 \pm 0,05$	$2,87 \pm 0,11^{**}$
IgM, g/l	$1,42 \pm 0,05$	$1,81 \pm 0,06^{**}$
IgG, g/l	$12,25 \pm 0,31$	$25,26 \pm 0,82^{***}$
CEC, cu.	$13,95 \pm 0,48$	$37,14 \pm 1,71^{***}$

Note: p is the reliability of the data in relation to the control.

* - $p<0,05$; ** - $p<0,01$; *** - $p<0,001$

Studies have shown (Table. 5) that in patients with metalleishmaniasis, a significant decrease in both the percentage ($p<0.001$) and the absolute number of CD3 cells ($p<0.01$) was detected compared with the data of the control group.

The study of the T-lymphocyte subpopulation showed that in patients of this group, both the relative number and the absolute content of CD4 cells were also significantly reduced compared to the control group ($p<0.001$ and $p<0.05$, respectively), and the relative content of CD8 cells significantly increased, while the absolute number remained at the control level ($p>0.05$). Along with this, there was a decrease in the IRI indicator by 1.5 times in relation to the indicator of the control group.

A study of the state of the humoral link of immunity revealed that in the examined group there was a significant increase in both the relative and absolute number of CD19 cells ($p<0.001$ and $p<0.01$, respectively).

Along with this, there is a statistically significant increase in the level of IgA ($p < 0.01$), IgM ($p < 0.01$) and IgG ($p < 0.001$).

In patients with metaleishmaniasis, compared with the control, there is a 2.7-fold increase in the content of CEC in the blood serum.

It should be noted that the revealed changes in the immune system in patients with leishmaniasis were more pronounced than in patients with other clinical forms of cutaneous leishmaniasis.

Thus, in patients with all clinical forms of cutaneous leishmaniasis, there is a violation in the work of the immune system, expressed by an imbalance of both cellular and humoral links of the immune system of the body.

The most pronounced changes in the immune system are observed in patients with severe forms of cutaneous leishmaniasis, in particular, ulcerated leishmaniomas with tubercles of infection with lymphangitis and metaleishmaniasis.

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USING ICT TO IMPROVE STUDENTS' GRAMMATICAL SKILLS

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ABSTRACT

The roles and educational prospects of information and communication technologies, specifically ICT, in teaching grammar to Uzbek philology students are demonstrated in this paper based on an analysis of scientific and methodical literature. The essay discusses the methodological aspects of using ICT to develop grammatical competence in the Uzbek language.

KEYWORDS: *Information and Technologies, Competency, ICT, Grammatical Competence.*

INTRODUCTION

Because new societal conditions contribute to some modifications in the educational process, the role of information and communication technologies (ICT) is fast expanding in all fields of human activity, particularly in education. ICT allows for the optimization of professional training processes, as well as dramatically speeding up, diversifying, and increasing student learning through visual aids, learning dynamics, and interactivity.

The purpose of this essay is to demonstrate ICT skills while developing grammatical competence in philology students.

Methodology of Uzbek grammar studying were investigated by NilufarErgashevnaYuldosheva, GavkharTojieva, Bozorova Lobar Bazarbaevna, ChulponZabihullah Muhammad Navobugliand others. Various philosophical, ideological, scientific, theoretical, methodological, psychological, pedagogical and practical teaching aspects of ICT in the educational process are highlighted in the works of such scholars Kremen V., Morse N., Robert J. and others. Features of the application of ICT in the language study are viewed by Bratslavskaya O., Hurina T., Zymovets A. and others. However, the peculiarities of the formation of grammatical competence by means of ICT technologies in scientific and methodological literature are not enough highlighted.

We clearly distinguish the ideas of competence and competency as a result of a review of scientific and methodological literature. We believe that competency is a pre-defined societal requirement for a student's educational preparation. And competence refers to a student's mastery of a relevant competency, as well as his personal attitude toward it and the activity's subject. It is the student's personal qualities, as well as his or her capacity to operate or perform particular activities efficiently, that is based on acquired information, learning, and life experiences, values, and abilities. As a result, the formation of competencies might be considered the educational process's end outcome. Competence, on the other hand, can be thought of as a personal trait.[1]

Only a deep teacher's grasp of the rules, processes, and regularities of word connections that make up the grammatical structure of the language allows for effective language teaching. Without knowledge of the grammar system, grammatical features of words, and grammatical forms that identify the individual national language, grammatically accurate speech is impossible. As a result, grammatical competence, which manifests itself as an integrated aspect of communicative competence, is one of the most important components of the future professional philologist's program.

We rely on the statement that grammatical competence entails systematic knowledge of lexical, morphological, syntactic, phonetic, and orthographic aspects of language in order to construct meaningful and coherent expressions; comprehension of grammatical concepts and means of grammatical categories expression; and skills and the ability to use grammatical phenomena in speech activity appropriately in a variety of communication situations.

Information and communication technologies (ICT) — a set of interconnected information, computer, and telecommunication technologies with corresponding software that are widely used in all spheres of human activity — are currently among the technologies that largely aid in the formation of grammatical competence in students [2].

As information technology advances, the Internet gains new characteristics. The concept of ICT - methods of system design that improve as more people use them by integrating network interactions — is one of the underlying principles of the Internet today. The notion of engaging people to the filling, consuming, and reusing of material [3] is an important component of ICT.

Because they do not require special programming abilities, these technologies are increasingly being employed in educational practice to optimize and increase the learning process. Furthermore, because of their simplicity and comfort, teachers can save time during training. Blogs, wikis, social networks, and other ICT platforms foster collaboration between teachers and students by allowing for the development and debate of educational content, as well as information sharing.

In Uzbek language instruction, the use of Web 2.0 technology allows teachers to move away from traditional forms of learning and make the learning process more personalized for pupils. Furthermore, it contributes in the optimization of language structures and grammatical rules mastery, as well as the avoidance of monotonous training in the development of communicative competence. The following is a description of ICT's didactic potential in Uzbek language classes:

- increasing the motivation of training;
- Intensification of educational activity of students, strengthening their role as a subject of study (giving an opportunity to choose a sequence of material learning, determine the extent and type of assistance and etc.);
- application of a diversified learning strategy;
- enhancing language skills through the use of real web materials;
- monologue and dialogue speaking exercise;
- establishing a learning environment that allows students to "immerse" themselves in a fictional universe, as well as in certain social and cultural settings;

- encouraging students to work on their own;
- varying the ways in which knowledge is presented and the types of educational goals that are pursued;
- offering immediate input as well as the opportunity for reflection;

It should be mentioned that the teacher's role in the educational process while employing ICT technology is to organize a variety of learning activities for students in an information-educational environment. In these circumstances, the teacher becomes a collaborator, mentor, and tutor in the field of educational communication.

More ICT prospects, particularly ICT for building grammatical competence of students taking an Uzbek language course, are described.

The network allows users to access any information they require and provides numerous venues for publishing that content, such as blogs. A blog is a website with records (posts) of text, photographs, or multimedia that are updated and commented on on a regular basis [4]. It's a self-service information resource where students and teachers can upload manuals, textbooks, multimedia presentations, and other educational materials, highlight news, and communicate with one another.

A blog can also be used as part of an educational initiative. For example, a group of students creates and maintains their own blog, which covers current issues in Uzbek grammar, historical facts about the development of grammar, theoretical information, difficulties in determining grammatical categories (morphological and syntactic), and samples of educational texts (linguistic, historical, educational, ethnographic, and so on) with grammatical tasks attached, as well as audiovisual support. Information from these blogs can be used by teachers in their classrooms and by students in their future careers throughout their training and production practice.

Due to advanced technical resources in the design of their articles and some freedom in looking for the essential information, the use of blogging resources in language classes increases student motivation. Working on these blogs develops language and communication skills such as reading, writing, listening, and speaking (in the case of creating audio and video content), as well as the ability to analyze and comment on information, forming critical thinking [4].

The ability to modify text repeatedly, as well as enticing diverse people to develop, maintain, and improve articles and discuss them, are all advantages of employing modern technologies in the study of grammar. Students may, for example, develop a grammatical encyclopedia that includes examples of morphological analysis of various components of speech and syntactic analysis of various sentence forms. It should be emphasized that this initiative is open to any students who are interested in grammar. It will help them strengthen their analytical and research skills, as well as their capacity to write and edit texts and their grammatical skills to analyze words and sentences.

As a result, using information technologies to organize grammar work provides substantial advantages over traditional methods, because:

- ensures optimal consistency, speed of content perception, and the ability to organize work independently for each student
- broadens the scope of information retrieval

- through the search, selection, and analysis of material on the internet, develops analytical and research abilities;
- promotes students' creative potential by allowing them to choose how they want to present their own knowledge and the opportunity to add audiovisual content to printed texts;
- permits students to view, analyze, and comment on each other's results;
- allows students to work on the same document at the same time, collaborate on projects, and fill one resource with data;
- Provides the capacity to govern one's own knowledge and talents as well as the knowledge and skills of others.
- guarantees that the teacher receives feedback and that all participants in the educational process are kept informed.

We believe that in order to effectively teach linguistic disciplines using ICT tools, teachers should provide an integrated and coherent development of instructional materials that organically combine different types of work in the classroom: coworking and independent, individual and group work of students, modern technology and the teacher's living word, online communication, and public performances.

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SOME COMMENTS ON THE POPULARITY OF FOOTBALL AMONG THE POPULATION IN THE UZBEK SOCIETY

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ABSTRACT

It is important to create a healthy lifestyle in our society, regular physical culture and mass sports of the population, especially the younger generation. Also, some comments on the systematic organization of the selection of talented athletes among young people and the further development of physical culture and mass sports were analyzed.

KEYWORDS: Health, Sports, Culture, People, Healthy Lifestyle, Mentality, Thinking, Fan, Football, Team.

INTRODUCTION

Consistent measures are being taken in our country to promote physical culture and sports, promote a healthy lifestyle among the population, create the necessary conditions for physical rehabilitation of people with disabilities and ensure the country's worthy participation in international sports arenas. The Decree of the President of the Republic of Uzbekistan dated January 24, 2020 "On measures to further improve and popularize physical culture and sports in the Republic of Uzbekistan" was issued. The main purpose of the implementation of these resolutions and decrees is to promote a healthy lifestyle and physical education of the younger generation.

As for the participation of the population in the development of sports, the majority of the population working in government organizations or factories were directly involved in the process of promoting sports. The influx of Russian, Ukrainian, and Belarusian athletes and coaches from Central Asia to the development of modern sports has also contributed to the growing popularity of the sport. Among the independent population, the development of sports is much slower. It should be noted that the limited economic opportunities of the population, as well as the presence of serious problems in the basic aspects of life, can be seen as another reason for the low level of attention to sports. The construction of sports facilities, mainly in the capital and regional centers, has also limited the opportunities for people interested in sports in remote areas. It should be noted that in remote areas, low-cost sports facilities have been built. Although there are many problems, due to the high level of love for sports, a layer of sports fans has been formed. It should be noted that a number of sports facilities have been built in almost all regions of the country at the initiative of sports fans. Such initiatives have been observed in Tashkent, Namangan, Samarkand, Fergana and Andidon. In general, we can positively assess the attention paid to sports and the attitude of the population to it, despite a number of shortcomings

during this period. It should be noted that our representatives took the top places in the Central Asian Games and began to develop as a sports country in the region.

In fact, as Vatican priest Tarchizio Bartone put it, "No show or movie can attract more spectators than 22 players running after the ball." Undoubtedly, football has taken the lead in terms of fan gathering.

This sport entered our country in the early twentieth century. The city of Kokand has served as a cradle for Uzbek football. The first match of the Kokand team will be against the military garrison in Fergana. The match will end with a small defeat of Kokand. This defeat will break the pride of the Cossacks and they will prepare for the "revenge" game. A month later, they will hold a return match in Kokand. Many fans come to watch the game. The meeting will be uncompromising. Still, the guys from Kokand are celebrating the victory. Merchants and rich people will appear among the Kokand fans. In the city of Kokand, which became the spiritual and cultural center of Jadidism, and in general at that time, the leading youth of our country gathered. Realizing that football is the sport of the future, these enlightened people strive to create a comprehensive Uzbek national football team. Thus, in 1912, "Muskomanda" (Muslim community) was formed in Kokand.

It is worth mentioning that the fans played a key role in the formation of the first team. The financial support of the team, the most difficult issue for that period, the ball, football shoes are made by Kokand craftsmen who are not indifferent to football. Gradually, as the number of football matches increases, the number of fans around the stadium begins to increase. One of the main reasons why football of that period was able to attract Kokand fans soon was that the members of the football team were locals, more precisely, workers of the Kokand oil refinery. Abdulla Soliev, the shop manager, Ismail Niyazov, the committee secretary, and Khoja Pulatov, the electrician, were ordinary workers. The first fans of the Muskomanda Games were employees of the Oil Refinery, Tea Packaging Factory and Zinger. Later, football fans from many neighborhoods began to visit.

Founded in 1913 in Tashkent, the Tashkent Society of Sports Fans has done a great job in the development of football. Most importantly, thanks to the efforts of this club, the first real football field in our country was built. Football also came to Samarkand in 1913. In the same year, three teams were formed in Samarkand and started their activities [1, pp. 245-246.].

In Namangan, the first football team was formed in 1920 with the help of football fans.

In 1924, the first grass field in Central Asia was built in Tashkent. This year, the All-Turkmenistan Olympics was held, with teams from different regions. Although the first stadiums did not boast of the conditions created for the fans, they did not have a negative impact on the attendance of sports fans. During this period, football fans supported the teams of their cities, while the structure of the national team of Uzbekistan united all football fans with a common goal [2, pp. 247-248.].

In 1928, the national team of Uzbekistan was formed and participated in official competitions. In Moscow, Ukraine, Belarus, Uzbekistan, Turkmenistan, the Caucasus, as well as Uruguay, Finland, England and Switzerland competed in the other group. In this tournament, our talented striker Alexander Adisman showed great skill, scored a few goals and became a favorite of thousands of fans. Our compatriots defeated the national team of Turkmenistan 3: 1 in the last match and took the 5th place in the Spartakiad. Although the fans did not support their players

directly at the stadium during the tournament, they learned about the tournament and the game through the newspapers.

In 1934, the final part of the Uzbekistan Cup was held in Kokand. Six teams will compete for the victory. In the end, the players from Kokand, who managed to win all the games, lifted the cup over their heads and marched to victory. It is worth noting that they supported the local fans in winning the trophy. Even in one of the matches, the older generation remembers that the players asked the fans to push them a little bit to make a corner kick. It can be concluded that the city of Kokand has become a foundation not only for Uzbek football, but also for Uzbek football fans. We can see that Uzbek football in the early twentieth century developed mainly in Fergana, Tashkent, Samarkand, Namangan and Andijan regions. We can cite Husankhon Muhiddinov, Musa Khodjaev, Kurban Badali, Poshshahon Otakhanov as the players who were respected by the fans during this period, which served as the foundation of Uzbek football.

We can see that the history of development of Uzbek football fans across the country has developed mainly after the Second World War. In the pre-World War II period, severe economic problems in the lives of the population were the main reason for the lack of attention to football, including various entertainment activities. In addition, the small number of football teams and the fact that a certain segment of the population has a concept of "devil's game" and "wild game" in relation to the sport of football has limited the public interest in football [3, p.88].

As a result of the growing interest of the Soviet government in football in the regions since the middle of the XX century, in 1954-1956 the stadium "Pakhtakor" in the center of Tashkent was built by hashar. The first match at the new stadium will be attended by 35,000 fans. From that moment on, Pakhtakor became the pain, concern and joy of Uzbek football fans. In the 60s and 80s of the last century, Uzbek football fans united around Pakhtakor. Although the fans of this period look much simpler from today's point of view, the main attraction is the lively atmosphere in the stadium, the fact that there are almost no empty seats, a wave of fans in dangerous situations in the game, and side by side in goal situations. is explained by the fact that unfamiliar fans in the ring celebrate the goal together as if they were loved ones. For the fans, the stadium has become a place where they feel truly free, where the details of life are forgotten [3, p.88].

In particular, Pakhtakor's promotion to the former USSR Premier League in 1960 was a great event for all Uzbek football. Yu. Pshenichnikov, A. Azizho'jaev, V. Suyunov, V. Tojirov, O. Motorin, G. Krasnitskiy, S. Stadnik, Yu. Great performances by players like Belyakov filled Pakhtakor's stadium with fans. As the famous Scottish goalkeeper Neil Sullivan said, "Even if you don't understand anything in football, you will be excited to see the process" [1, pp. 248-249].

On December 1, 1962, Tashkent celebrated the 50th anniversary of Uzbek football. In the same year, Pakhtakor took the honorary sixth place in the former USSR Premier League, and all players were awarded the title of Master of Sports. The press of that time recognized Pakhtakor players as sports heroes of their time.

Football fans of the 60's and 70's formed a great tradition. That is, they set a whole era through the most famous players of their time. For example, Uzbek football fans refer to the 60s and 70s as the "era of Gennady Krasnitsky and Brother Abduraimov." By themselves, we can see that through the activities of these players, they were able to mark a certain period in front of the fans. Football fans continue this wonderful tradition today.

Uzbek football fans in the last quarter of the twentieth century spent hours discussing the match in the streets after the football matches, and even though they had seen football live, they also analyzed the articles in the following sports publications. Not only newspapers but also radio and television have become the main sources of information for football fans.

The "Pakhtakor tragedy" of August 11, 1979, which shook the whole world, was an unexpected tragedy for the fans of our football. (4) ceremony was held. Only those with permission were allowed to enter.

Still, people flocked to watch their favorite players. During the mourning period, which lasted from the airport to Botkin Cemetery, people stood on both sides of the road, and people threw flowers under the cars carrying the coffins. A stream of people then went to the cemetery. In Tashkent, the people's grief and sorrow prevailed, and there was no one left who did not cry. The city and the Republic could not recover from this stagnation for a long time. During the football match of the new Pakhtakor team in Tbilisi, the announcer could not hold back her tears as she read the names of the players who died, and many fans in the 50,000-seat stadium saw her. They couldn't stop their youth".

"Some people say that football is a matter of life and death. This is not a bad idea either. Believe me, football is more important than that, "said famous football coach Bill Shankly. The Pakhtakor tragedy has gone down in history as a event that is still remembered with deep sorrow. Today, some older people have even refused to celebrate their birthdays because their birthdays are on that date. The memory of Pakhtakor-79 united the fans of Uzbek football. Today, in many parts of the country, many tournaments are organized in memory of the late cotton growers. There is even a team called Pakhtakor-79 (Uychi district of Namangan region) participating in the 1st league of Uzbekistan [4, p.220].

The formation of football teams in Fergana and Samarkand in the 1960s and in Namangan and Jizzakh in the 1970s was a historic event for fans of the region. Although these teams were not professional at first, the fans did not leave their loved ones alone in football matches. The days of football matches have become a real holiday for the fans. Thousands of fans flocked to the capital and regional centers from remote areas. Fans rushed to the games, which start at 5 p.m. This is a tradition in Namangan, Fergana and Samarkand. Fans of Namangan, in particular, gathered on the days of the game at the "Five Planes" teahouse in the city's former Pushkin (now Bobur) Park. Meetings like this provided an opportunity for fans to share information and think. It is safe to say that such controversial meetings have provided some comfort to fans in overcoming the lack of information in the face of a limited number of football broadcasts on television and radio. In Namangan, Fergana, Samarkand, Andijan and Bukhara regions, another reason for the population's love for football is the lack of entertainment venues, theaters and concerts for the needs of the population, and they have tried to fill this gap through football. In addition to the fact that fans not only enjoy football, it was football that made them read newspapers and magazines. [5-10]

One of the main reasons why the participation of fans in other sports, especially martial arts, was not so high was that the artificial exclusion of national martial arts from the major sports also significantly reduced the flow of fans to this sport. The main reason for this was that the national martial arts competitions were held mainly at weddings and amusement parks. [11-13]

The lack of conditions for the development of volleyball, basketball, hockey, sports in all regions, in a sense, hindered the popularity of these sports. In turn, the development of chess, which is a mental sport, developed only in certain circles. Fans of these sports have also been in certain circles, such as the development of this sport.

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MANAGEMENT OF THE EDUCATIONAL PROCESS OF UNIVERSITIES WITH THE HELP OF ELECTRONIC SERVICES

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ABSTRACT

The article analyzes the experience of foreign educational institutions in order to study the problem of learning using distance learning technologies. An overview and possibilities of the most popular distance learning systems are also presented, an analysis of the use of distance learning technologies in the educational process of Tashkent Transport University and the development of a web portal of distance learning in the educational process of an educational institution is carried out.

KEYWORDS: *Electronic Resource, Distance Learning System, Educational Process, Independent Work Of Students, Digital Technologies.*

INTRODUCTION

The higher education system is one of the main areas that the pandemic has had the greatest impact on a global scale. Moreover, the higher education system has become one of the few prepared to transfer most of its processes to an online format. Although there were some problems here.

When organizing online education:

- most universities have strengthened cooperation with each other, national education authorities, educational platforms and international organizations;
- educational institutions have begun to provide each other with methodological support for the use of digital tools in teaching;
- up-to-date training courses are laid out in free access;
- informal groups of students, teachers, and university administrators are created on various platforms, where topical issues of online learning are discussed;

In recent years, the world has witnessed rapid developments in many fields, especially in information and communication technology (ICT). Technological progress has been introduced into all fields, including education which was affected hugely by ICT due to being a gateway to enlighten human's mind in order to develop and construct. Thus, the Internet started to play a key role to improve the effectiveness of teaching and learning in all levels specially with the emergence of e-learning and its tools that serve the educational process in a way that helps

learners to acquire experiences in different ways. As a result, new concepts emerged including: Virtual classrooms, e-courses, web-based learning, and learning management systems.[1]

The forced and largely sudden transition to digital education has served as an effective indicator of the opportunities and problems of the higher education system. Teachers and students, on the one hand, got a chance to fully use modern digital technologies, on the other hand, they faced not only a lack of methodological developments in the field of distance education, technological problems of educational infrastructure, but also a lack of digital opportunities for students themselves and even teachers. [2]

Educational institutions use several platforms and formats, the choice of which, one way or another, depends on the electronic educational environment (EIEE) being developed in a particular university. EIEE is a complex of electronic resources that allows you to organize the learning process remotely: file sharing, performance and attendance monitoring systems, repositories of teaching materials and student papers, databases of electronic lectures and seminars, etc. [3]

At the same time, teachers use other ways of communicating with students. INSTAGRAM FACEBOOK, for example, the teaching staff of the Transport University began to conduct classes almost from the very beginning of the pandemic through the ZOOM, TELEGRAM, INSTAGRAM, FACEBOOK platform INSTAGRAM, FACEBOOK and INSTAGRAM are the main social networks used by the majority of students in Uzbekistan, according to the survey results. At the same time, many university teachers tend to be skeptical about social networks, as if they have wasted their time. When trying to use social networks in their activities, the teacher should be aware of the following — everyone is equal in social networks. As a result, there is an opportunity for individual manifestations of subjectivity associated with the presence of friends in the social network of one or another of their students. [3]

With a large number of instructions, trainings for teachers on the organization of online learning and the use of digital tools, there is a decrease in the quality of teaching and the unwillingness of a significant proportion of teachers to use the opportunities of this form of training. The quality and quantity of educational resources necessary for the study of the discipline is either insufficient if the university or a particular teacher has not been engaged in this area of work before, or redundant if students are invited to use all materials available in the public domain on recognized educational platforms in the relevant field of study, but without appropriate navigation. [4]

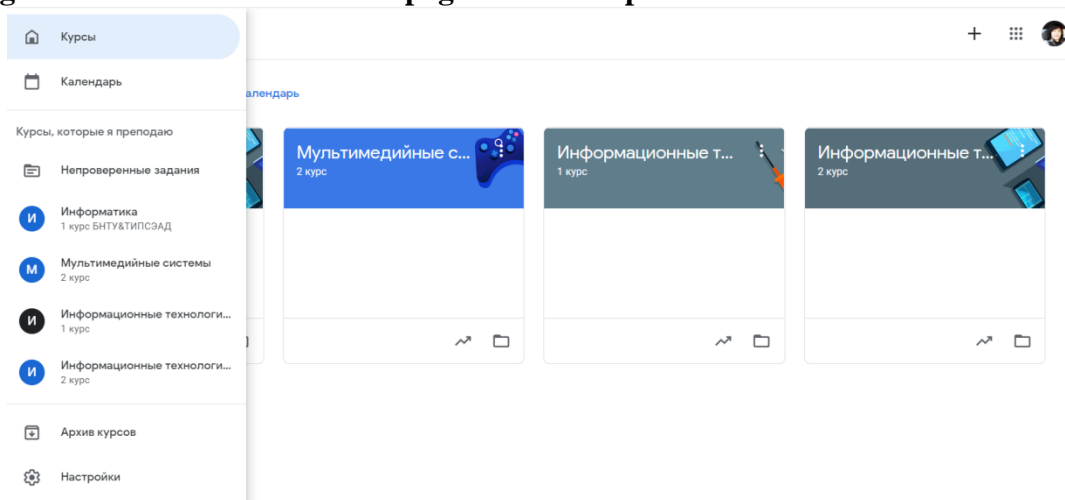
In our country, the use of advanced innovative pedagogical and information technologies in the field of education is given great importance. President of the Republic of Uzbekistan Shavkat Mirziyoyev, in his decree, identified one of the main activities of educational institutions: "... the introduction of modern methods of teaching and assessing students' knowledge, including the widespread use of digital tools and distance learning, as well as the organization of the learning process using interdisciplinary modules aimed at the formation of general professional skills; ...". In the Decree of the President of the Republic of Uzbekistan "On measures for the further development of the sphere of pedagogical education", one of the priority directions of the development of the sphere of pedagogical education is: creating additional conditions for the continuous development of professional skills of pedagogical personnel as a result of the introduction of digital technologies into higher pedagogical education and ensuring the solid integration of modern information and communication and educational technologies. [5]

Thus, higher education institutions in Uzbekistan are, on the one hand, on the verge of entering the global competitive educational environment, on the other hand, they can use and adapt international developments, open information platforms, proven practices and approaches faster.

The object of the research is the technology of organizing distance learning on the Google Classroom platform in the educational process of the Tashkent State Transport University. The subject of the study is the use of distance learning technologies (DOT), implemented in the form of a web portal, in the study of disciplines in the Department of Computer Science and Computer Graphics of the Tashkent State Transport University. [6]

The significance of the work lies in the fact that the developed web portal of distance learning based on the Google Classroom platform will improve the quality of the educational process, ensure effective exchange of educational materials between participants in the educational process.

Figure 1. Interface of the main page of the web portal on GOOGLE CLASSROOM



The use of all forms of information and communication technologies and methodological innovations contributes to the organization of an effective learning process and increases interest in the object under consideration. If the object is comprehensively described using modern cloud technology tools or methods of electronic learning systems, students can form knowledge, skills and abilities that are the main task of pedagogy in general. [7]

The foreign experience of using digital technologies in the educational process has been studied. The practical significance of the article lies in the fact that the educational platform used can be introduced into the educational process in higher educational institutions of Uzbekistan.

Among the popular platforms for organizing distance learning, there are indeed several free ones. The best free educational platforms for distance learning are considered to be: Moodle, Edmodo, Google Classroom, E-study. [8]

Moodle is one of the most popular digital educational platforms for distance learning that are used in Uzbekistan. It is Moodle that is most often chosen by higher educational institutions of our country. Moodle became the leader among distance learning platforms in 2020-2022 in terms of the number of users. [9]

Currently, the organization of the educational process is impossible without the use of modern learning technologies. As the experience of developed foreign countries shows, a promising solution is the introduction of cloud technologies into the educational process. These include free hosting of network services: Web 2.0 services or Google services. The technical capabilities of this service are based on free hosting and wiki technology, which allows you to create a full-fledged electronic learning environment on the site. Another important advantage is the ability of several users to work together - the teacher, as the owner of the site, organizes students' access to the site as co-authors. All authorized participants can edit pages, leave comments, and add files as attachments to pages. [10]

The results of the case study, based on the analysis of existing services, show that the use of Google Classroom as a learning environment has a positive impact on improving learning outcomes, interest and motivation of students in learning and fostering creative attitudes among students. [11]

Achievements in the field of telecommunications and the practical implementation of lifelong education create prerequisites for the emergence of distance forms in education, which can lead to the penetration of foreign universities into the educational market of our country. The system of training specialists at the university should be adequate to the requirements of employers, only in this way you can get guarantees of a prestigious, highly paid job, this is an additional incentive for the applicant when choosing a university. [12]

The State of Uzbekistan considers the introduction and use of digital technologies in the field of education to be a priority. Over a certain period, the country has formed a regulatory framework aimed at the development of the ICT sector. To be more specific, 11 laws, 6 related laws, 3 decrees of the President of the Republic of Uzbekistan, more than 40 resolutions of the President of the Republic of Uzbekistan and the Cabinet of Ministers, as well as more than 600 by-laws were adopted.

Our own observations have shown that, in general, distance learning technologies are an effective innovative technology that significantly increases the level of computer literacy, internal motivation of students, their level of independence, as well as general intellectual development.

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THE SOCIAL ROLE OF A WOMAN: HISTORY AND MODERNITY

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ABSTRACT

The article reveals the role and social status of women in society. Information is given that a woman in modern society has a completely different status and vocation, she has other values and needs that make us reconsider our views on the female role in today's world.

KEYWORDS: Woman, Social Status, Female Leaders, Uzbek Women, Emancipation, Protection Of Women's Rights.

INTRODUCTION

Women are a special socio-demographic group. According to the facts about the population of Uzbekistan on April 11, 2022, they make up (50.3%), that is, 220,015 of the total population. Their life activity is distinguished by specific social functions, including all spheres of relations in society. Women are distinguished by specific character traits, a special spiritual appearance. They fulfill the role of both workers and mothers. Educationally, they make up a significant part. The literacy rate among the male adult population is 99.72% (12,353,808 people), 34,564 people are illiterate.

The literacy rate among the female adult population is 99.47% (12,702,670 people), 67,683 people are illiterate.

Youth literacy rates are 99.9% and 100% for men and women respectively. The overall youth literacy rate is 99.95%. The concept of youth in this case covers the population aged 15 to 24 inclusive.

For many centuries, a woman was the keeper of the hearth, while everything that had to do with the outside world was taken over by a man. This, of course, gave him the right to consider a woman much lower in status than himself. But in our time of technological progress, scientific discoveries and feminism, the situation has changed dramatically. A woman in modern society has a completely different status and vocation, she has other values and needs that make us reconsider our views on the female role in today's world.

Many women do not single out these criteria as an end in themselves, preferring to fully serve the family. But here comes the other extreme, since the position of a woman in modern society today is considered not only as a housewife, faithful wife and good mother. It often turns out that relatives and friends of girls, and first of all their parents, from adolescence inspire them that the main thing in life is not a strong family, but a stable social status. Therefore, before you commit yourself to marriage, you need to be firmly on your feet and be financially independent. The arguments in this matter are warnings that if suddenly the spouse leaves the family, if the

children are left without a father, if something else terrible happens, the woman should be ready for this. In fact, the position of a woman in modern society suggests such fears, because today divorce is not considered something reprehensible or catastrophic. So the probability of the destruction of marriage bonds is growing every year: people become more categorical and often do not want to endure even the slightest inconvenience in a marriage union.

It turns out that the task of a woman in the modern world is, first of all, to achieve success in work, career growth, material independence, and only then the status of a wife and mother. Thus, there is a so-called reassessment of values, which in turn leads to a rethinking of the meaning of the family and marital relations in the life of the weaker sex.

Due to the fact that the social role of women in modern society has undergone radical changes over the past decades, naturally, the status of the representatives of the weaker sex is also changing. So, contemporary psychologists tend to consider the following main categories of women: leaders, careerists, housewives, owners of free professions. Women leaders in terms of character traits in many ways resemble men: they are purposeful, confident in their own abilities and achieve everything on their own, without relying on anyone's help. Self-realization is the main goal of careerists who always put work and success in their careers in the first place. Only after such results can they afford to think about creating a family and planning children. The status of a woman in modern society who has chosen the role of a housewife, as a rule, is not viewed from the best side today.

The study of the role of women in society is necessary for future specialists, who are called upon to actively deal with the resolution of a wide range of social problems, both in general and at the individual, private level. The knowledge gained will contribute to the formation of not only professional, but also moral qualities of readers.

Now consider the history of the life of women. It is known from history that the struggle for the emancipation of the Uzbek woman required unique forms and methods of the party's work, a sober and comprehensive consideration of local characteristics. It was necessary to take into account the situation that the exit of a woman from seclusion and her entry into public life on an equal footing with a man was associated not only with breaking the thousand-year-old way of life, but also with the violation of religious norms that regulated all aspects of the personal and public life of the Uzbek people [1; p.6]. In those years, women's departments (departments of working women and peasant women under party committees) and delegate meetings led by communists provided great assistance in work among women in those years. By the end of 1920, 45 women's departments of the Turkestan Republic united almost 25 thousand women, including about 16 thousand representatives of local nationalities [4]. In 1918-1920. Uzbek women were mainly employed in spinning, weaving and sericulture. Their widespread involvement in production began in 1924. To this end, great benefits were established for women: when applying for a job, preference was given to women, apprenticeship institutions were introduced for them at all production points, they were first of all provided with living space, etc. [1, p.7]. The resolution and decisions of the congresses of the Communist Party of Uzbekistan (Tashkent, 1957, -p. 125.) says that in accordance with the decisions of the II Congress of the Communist Party of Uzbekistan (November 1925), the trade union organizations were tasked with increasing the percentage of women in trade union courses, raising the work to improve life of workers through the organization of nurseries, kindergartens, canteens and to strengthen the promotion of women for Soviet and trade union work. The success of trade union organizations in solving

these problems is evidenced by the fact that during the period from 1925 to 1928 the number of women members of the trade union increased from 17885 to 35782, i.e. more than 2 times, amounting to 17.2% of the total number of members of trade unions in Uzbekistan. By the end of 1925, there were 155,956 members in the ranks of the Koshchi union. By the end of the first five-year plan, 861,200 women became members of collective farms, which accounted for approximately 52% of the total adult female population of the republic and more than 75% of women in the countryside [1, p.8.] .

An analysis of the statistical indicators of the state of female labor in large-scale industry gives reason to conclude that the growth rate of female labor in production was higher than the growth rate of the working class as a whole. If the number of industrial workers on January 1, 1924 is taken as 100%, then by January 1, 1929, the number of workers increased by 81.0%, and the number of female workers during the same period increased by 100.2%. The share of female labor in production in 1926-1928. stood at the level of 28.8% with slight fluctuations in certain years [2, pp.13-14.] .

In 1927, women threw off and burned the veil as a symbol of lack of freedom and total dependence on men. Throughout almost the entire 20th century, women were the keepers of the hearth and were mainly engaged in raising children and family chores. In the new century, the fair sex has become increasingly involved in the socio-political life of the country. Especially this trend has intensified with the advent of modern technologies.

At present, when talking about a woman near this word, words like role and status are most often added.

Status, according to R. Linton, is the place that an individual occupies in a given system. And the concept of "role" is used by scientists to describe the whole variety of cultural patterns of behavior associated with a certain status. The role thus includes the attitudes, values and behaviors prescribed by society for everyone with a certain status. Due to the fact that the role is an external behavior, it is a dynamic aspect of the status, that is, what the individual must do to justify the status he occupies. The social role is a function of multi-level phenomena of an objective and subjective order, which are reflected in the role behavior of the individual. The position of women in society has constantly attracted the attention of scientific thought [3] and at the present time it continues.

Another important milestone in the life of women in Uzbekistan is the increase in their status in political life. Under the new president of the country, they began to occupy important positions in parliament and government, as well as in local authorities. Moreover, at the legislative level, special measures are prescribed to protect the rights of women. [4]

For modern society, the model of a family with two working parents looks more attractive and corresponding to modern realities. The traditional family model, in which the father is the breadwinner and the mother is a housewife, is being replaced by a different model of the family, in which partnership and equality reign. A woman of the 21st century realizes that for her happiness it is necessary to combine the main areas of her life, namely family and work. At the same time, they combine harmoniously so that different roles do not intersect with each other, and a woman can fully realize herself in all spheres of life. [5]

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SCIENTIFIC EPISTEMOLOGICAL ROOTS OF CHAGMIN'S NATURAL AND SOCIO-PHILOSOPHICAL VIEWS

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ABSTRACT

This article discusses the natural-scientific and social-philosophical heritage of Mahmud ibn Muhammad Umar al-Chagmini, Abu Raihan al-beruni and Abu Abd Allah Muhammad ibn Jabir al-Battani who played significant role in the development of natural-scientific, philosophical sciences in medieval Eastern philosophy.

KEYWORDS: *Islam, Albatengius, Universe, celestial body, trigonometry, Mamuna Academy, "Canon Masuda", "Mulahas fi-l hay'a".*

INTRODUCTION

The contribution of the Movarounnahr scholars who lived and worked before him in the formation of Chagmini's scientific and philosophical views is enormous.

It is known that in the X-XI centuries in our country there were scientists who made a great contribution to world science with their scientific views and great discoveries.

One of them is the great thinker and encyclopedic scholar Abu Rayhan Beruni (973-1047), who lived and worked in Khorezm, where Chagmini played an important role in his development as a great scientist. As mentioned above, Beruni was engaged in all the sciences of his time and wrote many works in the natural sciences - astronomy, mathematics, as well as geology, social sciences and humanities.

If we look at history, in the late eighth and early ninth centuries, natural knowledge developed rapidly in the Middle East and Central Asia.

The great scholars of their time gathered at the palace of the Caliph al-Ma'mun in Baghdad. Among them was the great Central Asian mathematician and astronomer, the creator of modern algebra, Abu Abdullah Muhammad Musa al-Khwarizmi (780-850).

Since the time of Caliph Harun al-Rashid (caliphate 786-809), many scholarly and philosophical books have been collected in Baghdad.

Caliph al-Ma'mun (813-833), the son of Caliph Harun al-Rashid, established the House of Translators in Baghdad, where the works of Greek philosophers and scholars were studied and translated into Arabic. In the early ninth century, the first observatories of the East were built in Baghdad and Damascus, where Abbas ibn Said Jawhari, Said ibn Ali and other astronomers worked. The first Arabic astronomical tables were compiled in these observatories, and practical

work was carried out in the field of observing the universe and measuring the degree of the Earth's meridian.

Another scholar who made a great contribution to Chagmini's philosophical views was the great astronomer of the late ninth century, al-Battani (Albatagenius) (850-929), who devoted his entire life to observing the universe, compiling an astronomical catalog (zij); improved trigonometric methods, introduced the concept of sine. An important formula of spherical trigonometry is named after this scientist. Al-Battani studied the eccentricity of the solar orbit with great precision and determined the age-related change in the length of the solar prise.

At the beginning of the second half of the tenth century, the well-known astronomers of the Middle East, al-Kuhi and al-Sufi, created a catalog of stars using independent determination of the apparent brightness of stars. Much of the work of modern astronomers has been devoted to the study of this subject.

The works of Al-Farghani (IX century), Abul-Wafo Muhammad al-Bozjani (940-988) describe the Moon and other planets, the angular diameters of the Sun and Moon, the development of flat and spherical trigonometry, and so on. Ibn Yunus (950-1009) drew up tables of the motion of the Moon, Sun and planets. This has served as a model for many centuries.

The works of Isaac al-Israil (died 932) played an important role in the development of chemistry. Also, the works of Abu Bakr al-Razi (died 923) and Ali ibn Abbas (died 996) have been important sources of medicine and natural science for centuries. In the first half of the tenth century, the great philosopher and scholar Farobi lived and worked.

The creative achievements of the above-mentioned famous scientists became the basis of Beruni's scientific work. In turn, Beruni was a great creative impetus for Chagmini. Chagmini also relied on the scientific heritage and research of thinkers and thinkers who lived and worked before him in his views on astronomy and medicine.

The capital of the Samanids, Bukhara, became a major center of feudal culture in the 10th century. Here was the famous library of the Emir of Bukhara, which is considered the largest and richest in the world. Beruni makes extensive use of the scientific results of all the peoples of his time and of the scholars of the past. In his works we find the names of many great scientists, such as Fales, Pythagoras, Galen, Hippocrates, Euclid, Ptolemy, Plato and Aristotle. Beruni did not stop at the level of scientific and philosophical thought of the ancient world, but went forward in his own way on many issues. [1]

One of Beruni's hallmarks is that he reads a lot and has an astonishing level of knowledge. But the cultural ground that nourished it is Khorezm. Two great Khorezmian scholars, Beruni and Muhammad ibn Musa al-Khwarizmi, who were separated by a period of almost two centuries, amaze with the similarity of their scientific interpretations. Both scientists are both astronomers and mathematicians. They both relied on a rich cultural heritage and made extensive use of Greek and Indian scientific traditions.

Mahmud ibn Muhammad al-Chaghmini also continued their scientific legacy, mainly engaged in astronomy, mathematics and medicine. And in his work the influence of Beruni, al-Khwarizmi and Ibn Sina is felt.

The importance of astronomy in agriculture, the importance of planning agricultural work in the context of irrigated agriculture - a source for the widespread development of Khorezm mathematical science. In this regard, the calendar was in the spotlight.

While the development of topography in Khorezm was closely connected with the construction of irrigation facilities there, the practical needs of agriculture and architecture led to the development of the science of geometry. The development of mathematical geography is associated with the travels of Khorezmian traders to distant lands. Indeed, astronomical orientation is necessary both at sea and on land. Such a wide range of geographical connections led to the formation of cartography and pictorial geography in Khorezm. [2]

At the beginning of the 11th century, the king of Khorezm Mamun II gathered around him people in various fields of science.

After the creation of "Monuments of Ancient Peoples", Beruni's scientific fame spread rapidly in the East. During this period, the so-called Ma'mun Academy was founded by the philosopher, physician, naturalist Abu Ali Ibn Sina, philosopher and historian Ibn Misqa Wayh, mathematician Abu Nasr ibn Iraq, philosopher Abu Sahl Masiha, ruler Abul Hasan Hammar and other famous figures of the Middle East. scientists were doing scientific work. Beruni became a leading member of the Mamun Academy, but, unfortunately, the academy did not last long.

As a result of the conquest of Khorezm by Sultan Mahmud Ghaznavi in 1017, he took many scholars, including Beruni, to Ghazna (now Afghanistan), the capital of his state. Ibn Sina, Abu Sahl and several other scholars did not want to obey the order of Sultan Mahmud and fled from Khorezm through the desert. Abu Sahl died in the desert, and Ibn Sina hid in Jurjan.

Beruni, with his work on astronomy, "Qanuni Mas'udi", also had a great influence on later scholars, especially Chagmini's natural-scientific views.

Among the many scientific works created by Beruni, this work is distinguished by its great content, the collection of a wide range of information.

In creating this masterpiece, Beruni had reached the highest level in terms of the knowledge he had acquired, the life experience he had accumulated, the style he had carved, and the skill of expression.

Qanuni Masudi consists of eleven huge fragments. The scholar calls these passages articles.

Each article is like a separate large book on a particular field of science in terms of form and content.

Qanuni Masudi can be divided into two parts. The first part consists of five articles: each of them is devoted to the description and analysis of an individual and a scientific field.

The second part contains the remaining six articles. All of them belong to the field that is closest to the scientist's heart - astronomy.

The scholar and thinker al-Chaghmini, whom we are studying, is also strongly influenced by the above section of Beruni's "Qanuni Mas'udi" in his work on astronomy, "Mullahas fi-l hay" a.

For example, Beruni's scientific theories about the structure and motion of celestial bodies, the position of the planets relative to each other, the interaction of the Sun and Moon with other planets, and his close views are reflected in Chagmini's five-chapter text found

In the first article of “Qanuni Masudi”, Beruni tells about the beings in the universe and their general forms.

According to Beruni, the universe is a round body. Part of it is motionless. Those around the stationary part move in space along the "real thicket" - the "real center of the earth", and the sum of all these existing bodies is called the universe. [3]

Chagmini's astronomical work Malaxas fi-hay'a, quoted above, contains ideas very close to Beruni's views on the structure of the Earth above and its motion. For example, “All celestial bodies are spherical. All the shells and all the objects on the earth form a general view of the universe. The structure of the worldview consists of a concentric ring. [4]

Beruni and Chagmini's views on celestial bodies and the motions of the planets are very close to each other. It is clear from this that Chagmini had learned many scientific theories from his mentor Beruni in expressing his astronomical ideas, and had expressed his independent views on some of his ideas.

Continuing the above, Beruni states that the rotating part of the sum of existing bodies is called the "upper universe", and the straight-moving part is called the "lower universe". The right move consists of four elements - earth, water, air, and fire.

Land is one of these four varieties. These four elements are placed in order in the middle of the universe. Their weight tends to the center of the universe, while the lighter tends to escape from the center.

Chagmini's views are close to Beruni's: "All bodies in nature are divided into two groups, the first of which is the four elements of nature - earth, water, air and fire. The second of these is the celestial bodies. One of the above four elements is heavy and the other is light. If we compare water with soil, the heaviest turns out to be soil. Because both soil and water are in the Earth's crust. From these four elements, the foundation of the universe was created. Therefore, the importance of these four elements is enormous. Their very existence on Earth gives us a great opportunity to study these elements. "[4]

Continuing his thoughts in Qanuni Masudi, Beruni says, "Wherever people stand, they see only half of the sky. It looks like an existing dome."

The situation of people on earth is not the same everywhere. Latitude and longitude are used to determine locations. Latitude is calculated from north to south, and longitude is calculated from east to west.

Ether has seven planets. Accordingly, it is divided into seven spheres. Above them are stationary stars in the eighth sphere. The spheres move east. [5]

The first of these spheres on the sheep side is the lunar sphere. The Moon is a round solid object, and the light falling on it from the Sun is reflected on the Moon. So it seems as if it is a source of light. After the lunar sphere comes Atorud (Mercury), then the planet Venus. The Sun stands above these two planets. The place of the sun in the sky is like the place of the king in the center of the country. The motion and state of all the planets depend on the sun and are measured by the motion of the sun.

Earth, Mercury, and Venus are the lower planets.

Among the planets whose spheres are higher than the Sun, Mars is the closest to the Sun and Saturn the farthest. Between them is Jupiter. [6]

In conclusion, it should be noted that the medieval thinkers of the Near and Middle East made an invaluable contribution to the development of world science. Their scientific research and achievements became the undeniable basis for modern science.

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THE COORDINATE METHOD IN THE ANALOGY OF THE PROPERTIES SPACE OF A TRIANGLE

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ABSTRACT

It is known that the figure which formed by the successive connection of three points that do not lie on one straight line is called a triangle as well as the set of points of the plane that lie at the same distance from a given point is called a circle. They are called the easiest planimetric figures.

KEYWORDS: *Coordinate Method, Analogy, Triangle, Planimetric Figures, Geometry, Element.*

INTRODUCTION

Planimetric issues for these figures and their combinations are quite extensively presented in school geometry course. As a sequence of the interest of students and the study of such problems, they will have the opportunity to better master the planimetry of geometry. However, in some cases, students do not have the skills to quickly master stereometric tasks. This is because they create information, concepts and representations about the conditions in which figures in space coexist with each other. Therefore, in order to create the concepts of space among students, it is necessary to jointly teach them stereometric figures with their analogies on the plane. The plane is a two-dimensional space, and upon transition to a three-dimensional space, the dimensions of some elements of the analogy of planimetric figures increase by one. Then, along with the fact that the analog in three-dimensional space of a straight line in a plane is a plane, the analog of a triangle in space is a tetrahedron, and the analog of a circle is a sphere. Therefore, the properties associated with combinations of triangles and circles are preserved in combinations of a tetrahedron and a sphere [1]. For example, on any triangle, you can inscribe a circle whose center is at the intersection point of the bisectors. The spatial analogy is as follows: a sphere can be inscribed in any tetrahedron, the center of which will be located at the intersection point of the bisectoral plane [2]. We can see that similar problems can be solved using the coordinate method. In many cases, knowledge of theory alone is not enough to solve geometric problems. To solve this issue, you need to have skill and hard work. This skill is realized starting with the simplest problems of questions and solving more and more complex problems. These include the spatial analogy of the properties of figures on the plane. There are many different ways to solve problems, and the conditions for their use depend on the nature of

the problems. When explaining to students our current theorem and problems, the coordinate method will be acceptable. When using the coordinate method, it is advisable to carry out the following sequence: 1) translate it into the coordinate language in accordance with the content of the problem; 2) we choose the origin of coordinates that is suitable for us (it is necessary to achieve that several coordinates of the points of the given figure are equal to zero); 3) explain the properties of the figure in the language of coordinates; 4) return the results to the geometric language; 5) come to the answer of the tasks.

1. Theorem of Menelaus. On the line BC, CA and AB, which contain the sides of the triangle ABC, points A_1, B_1, C_1 are taken, respectively, which should not coincide with the vertices of the triangle. In order for the points A_1, B_1, C_1 to lie on one straight line, it is necessary and sufficient that the equality.

$$\frac{\vec{AC_1}}{\vec{C_1B}} \cdot \frac{\vec{BA_1}}{\vec{A_1C}} \cdot \frac{\vec{CB_1}}{\vec{B_1A}} = -1 \quad (1)$$

The Proof. To prove the theorem in the coordinate method, an affine frame $R = (A; \vec{AC}, \vec{AB})$ was chosen (Fig. 1). Then the coordinates of the vertices of the triangle ABC with respect to this frame will be $A(0;0)$, $B(0;1)$, and $C(1;0)$.

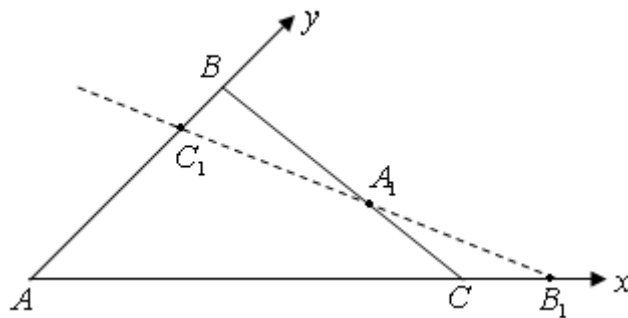


Figure 1.

Denote the points on the lines AB, BC, CA by C_1, A_1, B_1 , respectively. These points must not coincide with the vertices of triangle ABC. If the number λ in the segment division formula is in this ratio, then designate λ_1 for point C_1 and for points A_1, B_1 are marked as λ_2, λ_3 ,

$$\frac{\vec{AC_1}}{\vec{C_1B}} = \lambda_1, \quad \frac{\vec{BA_1}}{\vec{A_1C}} = \lambda_2, \quad \frac{\vec{CB_1}}{\vec{B_1A}} = \lambda_3.$$

Then equalities (1) are written in the form $\lambda_1 \lambda_2 \lambda_3 = -1$.

Point C_1 coordinates (x_1, y_1) are calculated as:

$$x_1 = \frac{0 + \lambda_1 \cdot 0}{1 + \lambda_1} = 0, y_1 = \frac{0 + \lambda_1 \cdot 1}{1 + \lambda_1} = \frac{\lambda_1}{1 + \lambda_1}.$$

It means $C_1(0; \frac{\lambda_1}{1 + \lambda_1})$. Similarly, $A_1(\frac{\lambda_2}{1 + \lambda_2}; \frac{1}{1 + \lambda_2})$, $B_1(\frac{1}{1 + \lambda_3}; 0)$. So, here A , B , C are not the same points, then $(1 + \lambda_1)(1 + \lambda_2)(1 + \lambda_3) \neq 0$.

In order for the points A_1 , B_1 , C_1 to lie on the same line,

$$\begin{vmatrix} \frac{\lambda_2}{1 + \lambda_2} & \frac{1}{1 + \lambda_2} & 1 \\ \frac{1}{1 + \lambda_3} & 0 & 1 \\ 0 & \frac{\lambda_1}{1 + \lambda_1} & 1 \end{vmatrix} = 0$$

it is necessary and sufficient that this condition must be satisfied. On the other side,

$$\begin{vmatrix} \frac{\lambda_2}{1 + \lambda_2} & \frac{1}{1 + \lambda_2} & 1 \\ \frac{1}{1 + \lambda_3} & 0 & 1 \\ 0 & \frac{\lambda_1}{1 + \lambda_1} & 1 \end{vmatrix} = \frac{\lambda_1}{(1 + \lambda_1)(1 + \lambda_3)} - \frac{\lambda_1 \lambda_2}{(1 + \lambda_1)(1 + \lambda_2)} - \frac{1}{(1 + \lambda_2)(1 + \lambda_3)} =$$

$$= -\frac{1}{(1 + \lambda_1)(1 + \lambda_2)(1 + \lambda_3)} (\lambda_1 \lambda_2 \lambda_3 + 1).$$

Consequently, $\lambda_1 \lambda_2 \lambda_3 + 1 = 0$ and equivalent to equality (1) are necessary and sufficient condition for the lying points A_1 , B_1 , C_1 on the same line.

2. Analogy in space of Menelaus' theorem. On the lines AB , BC , CD , DA containing the edges of the tetrahedron $ABCD$, points C_1 , A_1 , B_1 , D_1 , respectively, are taken, which do not coincide with the vertices of the tetrahedron. In order for the points C_1 , A_1 , B_1 , D_1 to lie on the same plane, it is necessary and sufficient that this condition be satisfied

$$\frac{\vec{AC_1}}{C_1B} \cdot \frac{\vec{BA_1}}{A_1C} \cdot \frac{\vec{CB_1}}{B_1D} \cdot \frac{\vec{DD_1}}{D_1A} = 1 \quad (2)$$

The Proof. For a given tetrahedron $ABCD$, it is convenient to choose the affine frame in the form $R = (A; \vec{AB}, \vec{AC}, \vec{AD})$. In this case, the coordinates of the vertices of the tetrahedron relative to the frame R have the form $A(0;0;0)$, $B(1;0;0)$, $C(0;1;0)$, $D(0;0;1)$ (2-fig.). Let the points C_1, A_1, B_1, D_1 lie on the corresponding lines AB, BC, CD, AD , and do not coincide with the vertices of the tetrahedron. If

$$\frac{\vec{AC_1}}{\vec{C_1B}} = \lambda_1, \frac{\vec{BA_1}}{\vec{A_1C}} = \lambda_2, \frac{\vec{CB_1}}{\vec{B_1D}} = \lambda_3, \frac{\vec{DD_1}}{\vec{D_1A}} = \lambda_4,$$

then equality (2) has the form $\lambda_1\lambda_2\lambda_3\lambda_4 = 1$ and $C_1(\frac{\lambda_1}{1+\lambda_1}; 0; 0)$, $A_1(\frac{1}{1+\lambda_2}; \frac{\lambda_2}{1+\lambda_2}; 0)$, $B_1(0; \frac{1}{1+\lambda_3}; \frac{\lambda_3}{1+\lambda_3})$, $D_1(0; 0; \frac{1}{1+\lambda_4})$.

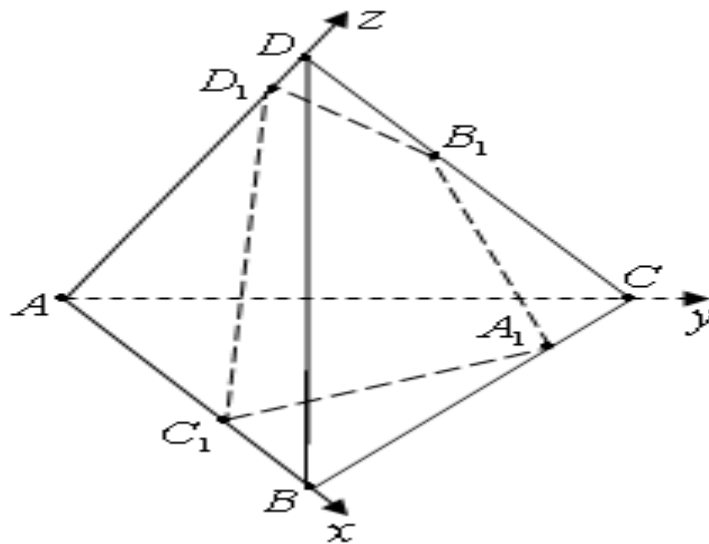


Figure 2.

For the points C_1, A_1, B_1, D_1 to lie on the same plane, it is necessary and sufficient that the determinant

$$\begin{vmatrix} \frac{1-\lambda_1\lambda_2}{(1+\lambda_1)(1+\lambda_2)} & \frac{\lambda_2}{1+\lambda_2} & 0 \\ \frac{-\lambda_1}{1+\lambda_1} & \frac{1}{1+\lambda_3} & \frac{\lambda_3}{1+\lambda_3} \\ \frac{-\lambda_1}{1+\lambda_1} & 0 & \frac{1}{1+\lambda_4} \end{vmatrix}$$

composed of vector coordinates

$$C_1 A_1 \left\{ \frac{1-\lambda_1\lambda_2}{(1+\lambda_1)(1+\lambda_2)}; \frac{\lambda_2}{1+\lambda_2}; 0 \right\}, C_1 B_1 \left\{ \frac{-\lambda_1}{1+\lambda_1}; \frac{1}{1+\lambda_3}; \frac{\lambda_3}{1+\lambda_3} \right\}, C_1 D_1 \left\{ \frac{-\lambda_1}{1+\lambda_1}; 0; \frac{1}{1+\lambda_4} \right\}$$

equals zero. On the other side,

$$\begin{vmatrix} \frac{1-\lambda_1\lambda_2}{(1+\lambda_1)(1+\lambda_2)} & \frac{\lambda_2}{1+\lambda_2} & 0 \\ \frac{-\lambda_1}{1+\lambda_1} & \frac{1}{1+\lambda_3} & \frac{\lambda_3}{1+\lambda_3} \\ \frac{-\lambda_1}{1+\lambda_1} & 0 & \frac{1}{1+\lambda_4} \end{vmatrix} = \frac{1-\lambda_1\lambda_2\lambda_3\lambda_4}{(1+\lambda_1)(1+\lambda_2)(1+\lambda_3)(1+\lambda_4)}$$

Therefore, $\lambda_1\lambda_2\lambda_3\lambda_4 - 1 = 0$ and condition (2) are, in turn, a necessary and sufficient condition for the points C_1, A_1, B_1, D_1 to lie on the same plane.

3. It is not always possible to describe the circumference of any polygon with more than three sides. For example, to describe the circumference of a quadrilateral, it is necessary and sufficient that the sum of its opposite angles be equal to 180° . However, it is known from the course of planimetry that it is possible to describe a circle on any triangle, the center of which is the point of intersection of the perpendiculars drawn along the middle of the sides of this triangle. The spatial analogy of this property of a triangle can be given in the form of the following theorem.

Theorem. Nearly any tetrahedron, one can describe a sphere, the center of which is the intersection point of the planes drawn through the midpoints of the edges of the tetrahedron perpendicular to these edges.

The Proof. Let $ABCD$ be any tetrahedron. We choose a rectangular Cartesian coordinate system, in which the vertex A of the tetrahedron is at the origin, the vertex B is in the abscissa axis, and the vertex C is on the xy plane (Figure 3). Then, the coordinate vertices of the given tetrahedron with respect to the coordinate system have the form $A(0; 0; 0)$, $B(b; 0; 0)$, $C(c_1; c_2; 0)$, $D(d_1; d_2; d_3)$. Here the conditions $b \neq 0$, $c_2 \neq 0$, $d_3 \neq 0$ are supplied, since the vertices of the tetrahedron $ABCD$ do not lie on the same plane.

If we designate the center of edges AB , AC and AD of the tetrahedron as M_1, M_2, M_3 , respectively, then the Cartesian coordinates of these points according to the segment division formula in this

ratio will be $M_1(\frac{b}{2}; 0; 0)$, $M_2(\frac{c_1}{2}; \frac{c_2}{2}; 0)$, $M_3(\frac{d_1}{2}; \frac{d_2}{2}; \frac{d_3}{2})$.

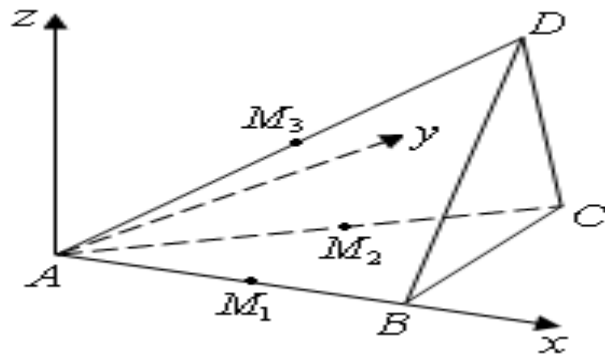


Figure 3.

The equation of the plane Π_1 passing through the point M_1 and perpendicular to the edge AB has the form:

$$\left(x - \frac{b}{2}\right) \cdot b + (y - 0) \cdot 0 + (z - 0) \cdot 0 = 0 \Rightarrow x - \frac{b}{2} = 0.$$

Similarly to the plane passing through the point M_2 perpendicular to the edge AC and passing through the point M_3 perpendicular to the edge AD , respectively, denote Π_2 and Π_3 . Then, the equalities of these planes have the form:

$$\Pi_2: c_1 x + c_2 y - \frac{1}{2}(c_1^2 + c_2^2) = 0, \quad \Pi_3: d_1 x + d_2 y + d_3 z - \frac{1}{2}(d_1^2 + d_2^2 + d_3^2) = 0.$$

The above planes Π_1 , Π_2 and Π_3 intersect at one point $O(x_0; y_0; z_0)$. Since the main determinant

$$\begin{vmatrix} 1 & 0 & 0 \\ c_1 & c_2 & 0 \\ d_1 & d_2 & d_3 \end{vmatrix}$$

systems of equations

$$\begin{cases} x - \frac{b}{2} = 0, \\ c_1 x + c_2 y - \frac{1}{2}(c_1^2 + c_2^2) = 0, \\ d_1 x + d_2 y + d_3 z - \frac{1}{2}(d_1^2 + d_2^2 + d_3^2) = 0. \end{cases}$$

is not equal to zero. Therefore, this system of equations has a unique solution $(x_0; y_0; z_0)$.

By definition of the plane $\Pi_1 \forall N \in \Pi_1 \Rightarrow AN = BN$ and $AO = BO$, since $O \in \Pi_1$. Since this case is also true for planes Π_2 and Π_3 , then $AO = CO, AO = DO$. This means that the sphere whose center is at the point $O(x_0; y_0; z_0)$ and whose radius is equal to the segment AO passes through all the vertices of the tetrahedron $ABCD$.

As a result of familiarizing students with the above tasks, we develop their ideas about the space.

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MITIGATION AND RESPONSE MEASURES TO FLOOD DISASTER IN KHANA LOCAL GOVERNMENT AREA OF RIVERS STATE, NIGERIA

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ABSTRACT

This study examines flood hazard effects in Khana Local Government Area of Rivers State, Nigeria. Both Primary and Secondary data were used. The study adopted the research survey method that used social area analysis to investigate flood hazard effects, people's perception, frequency, magnitude and socio-economic characteristics of dwellers of flood-proned areas. The sample size of the study was obtained from the application of Taro Yamene's formula on the population of the LGA projected to 2019 which gives 400. These 400 copies of the structured questionnaire were designed and distributed to the respondents. Out of this, 350 copies of the structured questionnaire were duly analyzed. From the analysis, different people lived in the flood-proned areas eg. farmers, traders, transporters, civil servants, business men, company staff and students. It also revealed that flood hazard mitigation and response measures adopted in the area include raised pavement, wooden foot bridge, raised elevations and sand filling of their premises found to be grossly inadequate; based on their socio-economic status, perception, flood frequency and cultural background. Globally, recent developments have also shown that flood disaster increases with rapid population, up springing residential buildings and other infrastructural facilities that depend on the natural environment. Hence, immediate attention and efforts are needed because it puts the human race and the environment into great risks and untold hardships as the problems persisted. Thus, the study recommends among others; the reclamation of floodable areas for agro-based industries in Khana L.G.A, re-design and implement Bori urban Master plan according to specification, enactment of environmental bye-laws with monitoring team, reactivate and strengthen the monthly environmental sanitation exercise in the area, provision of adequate basic amenities, dualization of all internal roads with good drainages in Bori Town, aggressive youth empowerment/poverty alleviation programmes and capacity-building strategy for adequate security networks in Khana LGA and Nigeria at large.

KEYWORDS: *Flood-Hazards, Disaster, Mitigation Measures, Bori Town, Khana LGA.*

INTRODUCTION

The initial global trend from pure subsistence living condition to industrial and from rural to urban centers have its attendant environmental challenges including flood hazards in both developed and developing economies (Oku et al, 2011) [1]. Again, it is also true that every niche of the landscape belongs to one ecosystem or the other. Thus, in an attempt to meeting the increasing demands for basic welfare facilities and services eg housing accommodation, infrastructural development, industrial and commercial activities associated with different land uses; the natural drainage configuration of the landscape is saddled with garbages that blocked water-flow in the drainage channels leading to flood (Aper et al, 2018) [2].

Hence, Smith and Tobin (1979) [3] defined flood as a discharge, which exceeds the channel capacity of a river and then proceeds to inundate the adjacent floodplain. In other words, flood is any relatively high stream flow, in any reach of the stream, i.e. the stage above bankfull. Flooding may also result when there is excessive rainfall or too much melt water from snow or when the natural or artificial channel is too small relative to the discharge or when the land is too level and less permeable to the water that gathers on top of the ground surface (Umeuduji, 2001) [4].

According to Udosen (2008) [5], drainage morphometry in terms of drainage density, intensity, frequency and bifurcation ratio among others have influence on how a catchment area yields to the process of gulying and flooding. The drainage basin is considered here as the entire area providing run-off to, and sustaining part or all of the stream flow of the main stream and its tributaries (Gregory and Walling, 1973) [6]. For Oyegun (1997) [7], the entire area drained by the main river and its tributaries constitutes a drainage basin system. Furthermore, morphometry describes the measurement and quantitative analysis of the configuration of the earth's forms (Soufi, 2015) [8]. This means that, there is relationship between drainage basin morphometric parameters, flooding and gully erosion potentials in a watershed. In reality, the drainage basin parameters influence the amount of discharge within a catchment area as well as the amount of run-off that can be channeled capable of initiating both gully erosion and flooding.

Again, it has also been noted that the higher the drainage density, the faster the run-off and the more significant the degree of channel abration is likely to be, for a given quantity of rainfall (Gregory and Walling, 1973) [6]. It is thus reiterated here that surface run-off is one of the critical factors influencing the rate of gully initiation and flooding in humid tropical environments where rainfall intensities and frequencies are often high particularly during the wet season. Based on this, Kapoor (2012) [9] considered gully erosion, flooding and other hydrological processes whereby run-off water accumulates and re-occurs in narrow channels, and over short periods to causing erosion and flooding as major environmental degradation mechanisms particularly in the humid tropical environment.

Thus, the drainage systems are grossly affected as a result of poor drainage analysis and inefficient utilization of the area's natural resources. These have caused severe cases of urban and rural flood hazards with its peak during the rainy season due to climate change and global warming effects (IPCC, 2007, Nnaji, 1999) [10, 11]. Flood itself is a natural disaster which have telling effects including health risk and pollution of the human environment (Johnson et al, 2021) [12]. In a nutshell, flood describes too much water flowing through the wrong path on the earth's

surface (Konolufe et al, 2015) [13]. It is therefore, a large quantity of water flowing and covering extensive expands of dry land due to excessive rainfall, ground water overland flow, blocked overland drainage systems or a combination of high river level and high tidal regimes. Besides, there are other causal factors of flood dynamics in Rivers State (Nigeria), where Khana Local Government Area is located. These include the degree of urbanization, lack of vegetation cover arising from indiscriminate deforestation, bunkering activities, poor land- use patterns, presence of impermeable soils and the existence of low- land surfaces or gentle slopes (Etuonovbe, 2011, Umeuduji, 2001) [14,4].

A disaster is a serious destruction occurring over a short period of time which upstrcuts the functioning of a community or society; involving widespread human, material, economic and environmental loses and impacts exceeding the ability of the affected area to cope, using its own resources (WHO International, 2017) [15]. In other words, flood is a calamitous event of the humid tropics especially one occurring suddenly and randomly, and causing great loss of life and property with prolonged hardships (Yekini, 2017) [16]. Scholars like Okorie (2021) [17] and Adamu (2021) [18] defined a disaster as that incident which human beings can neither direct nor control and which causes total damages that ravage human existence. It thus, often results from the natural processes of the earth's surface eg floods, hurricanes, tornadoes, volcanic eruptions, earthquakes, tsunamis and other geological and hydrological processes (Kapoor, 2012) [9]. Others are natural wildfire-outbreaks, landslides and sudden building collapse. However, the man-induced disaster on the other hand are the consequences of human errors or technological hazards e.g transport accidents, stampedes, fire outbreaks, nuclear explosion/radiation (Akpoghomeh, 2012, Adeyemo, 2008) [19,20].

Consequently, the observable devastating effects of flooding in Bori Town and rural settlements of Khana Local Government Area are not only limited to havocs on farmlands, houses, roads, household properties and human lives. This scenario is very obvious in communities such as Bori Urban, Kono-waterside, Bane, Kpean, Sii, Gwara, Kaa, Kono-Boue, Opuoko, Kanni-Sogho, Kaani-Babbe and other coastal areas in Khana LGA. This ugly situation has exposed many occupants of flood-proned areas to low farm yield, risk of collapse houses and road accidents.

Therefore, man's inability to direct and control disasters generally leaves him with the only option to manage them so as to reduce their impacts or consequences because they lack the required technological equipment and modern managerial skills in developing countries of the world. That is to say, such environmental management can only be sustainably accomplished with the aid of appropriate and adequate environmentallyfriendly technologies and services devoid of corruption and mismanagement of public funds or resources. Therefore, it is rarely easy to forecast and predict major storm periods, blizzards, cyclones, anti-cyclones and other weather vagaries arising from climate change, less their impacts on human environment and the required preventive/mitigation measures.

Dumping of domestic wastes along major roads/streets in Khana Local Government Area of Rivers State and Bori Town in particular, has become a way of life in the study area because no bye-laws enacted to regulate people's conduct, behaviour and compliance to waste management and control policies. In fact, virtually all the roads/streets, in Bori town; the headquarters of Khana Local Government Area are saddled with garbages in flooded water at the instance of any slighted rainfall and hence worst hit during the wet season. According to Poronakie (2012) [21], the flood-proned areas in Bori Town are streets/roads like Gokana, Mayor, Kenule, Wisdom,

Ndonake and Kaani respectively. Others include Igbara Water side zone, Timber, Bank, Market and Court Roads. Refuse dumped in the shallow drainage system during rainfall from catchment areas e.g Ken-Poly, Nortem Village, T.T.C, Tigidam and Hospital Roads collect in this area without any government agency taking care of this deplorable situation over the years. Nevertheless, the 2012 flood disaster in Nigeria and others outside the country offered many lessons for the present and future development of Khana Local Government Area and Bori Town in particular.

As a result of the dehumanizing effects of flood-hazards in different parts of Nigeria and the world at large; some studies have been conducted to assess flood characteristics, frequencies, impacts and response strategies adopted in the affected areas. For instance, Aperand Hundu (2018) [2], Komolufe (2015) [13], Babatulo (1996) [22]. etc. However, there exists a deficiency in the literature as none was specifically conducted in Khana Local Government Area and Bori Town in particular which this study seeks to fill the gap. Therefore, it is against this backdrop and with regards to the extent people experience untold hardships during every rainy season in Khana LGA; most especially as it concerns the development of Bori Town as a secondary city in Rivers State that the study sought to evaluate the causal factors of flood hazards, frequencies, effects, characteristics of occupants of flood-proned areas, their perceptions and mitigation/response measures adopted to overcome the menace.

Conceptual Framework

The observed growing trends in global flood disaster in the literature have called for concern which captured the imagination and interests of many scholars including Amanagabara (2021) [23], Okechukwu et al (2018) [24], Matt (2017) [25], NEMA/UNICEF (2011) [26], Oku (2011) [27], Oyegun (1997) [7] etc. as earlier stated, these environmentalists severally examined the challenges of flood hazards, its perception, frequency, magnitude, impacts and responses adopted in each case at different locations and time. That is to say, the studies were conducted in response to the alarming incidents of flood hazards which have persisted till date with more intensity and severe impacts on urban centres. The affected cities include Texas, Louisiana, Florida, New York, Ibadan, Lagos, Port Harcourt, Yenegoa, Lokoja, Kaduna, Warri etc.

Findings from these studies revealed that concentrated response as well as mitigation measures were given to individual perception of the problems and the adopted adjustment strategies are simply a function of the prevailing land-use patterns together with its frequency and extent of damages. Again, the trans-cultural orientation and trends in population dynamics and explosion particularly in developing countries have also made these researches not only common place but imperative service to humanity on the part of the academia which for obvious reasons is not entirely new. Hence, the concerns of many environmental experts were attracted in explicating flood hazards, its trend and attributes to ecological devastation and economic underdevelopment in the affected areas. According to Oyegun in Poronakie (2014) [28], the modern geospatial philosophy which aims to reduce human sufferings on earth and postponed death could be seen as the underlying concern that gives rise to the growing literature on man-environment relationship today.

Nevertheless, studies of this nature originated from the United States of America in the 1930s through systematic researches and evaluation of urbanizing river catchment characteristics which have posed significant threats to flood management techniques. Consequently, this has led to the

enactment of Flood Control Act in 1936 which was basically structured to reduce frequent flood hazards in the region (USEPA, 2011).

For instance, Matt (2017) [25] conducted an analytical study on 2017 hurricane flood disaster in USA. With accurate and reliable information (data) from forecasts including first hand news on radio and TV broadcasts watched on cell phones, Ipads as well as social media, responses were fast and quick from different directions and sources as articulated in what follows:

1. The state Governor of Texas mobilized over 12,000 guard men within a short time for rescue mission. Utility Companies ordered thousands of workers into the region to commence immediate power restoration and about 21,000 Civil Servants were dispatched to Texas and Louisiana to help with search, rescue and recovery efforts, Relief materials e.g food, water and medical services were provided to victims on the spot and also at rehabilitation centers.
2. In the case of the Federal Aid Package, President Trump Signed a Bill approving \$15.25b for storm aid, increasing debt ceiling and an extension of government spending and disbursement by Federal Environmental Management Agency (FEMA). (David and Tom, 2017) [29].
3. Federal forces rescued 10,000 people trapped in their homes and flooded highways. About 507,000 volunteers collaborated with FEMA and released 80 tractor trailer loads of emergency relief materials which include coats, blankets and assorted meals. Fuel/gasholders/dealers were not only sanctioned and fined but also forced to release 500,000 barrels to strategic petroleum reserve gas/fuel stations. Again, individuals and private organizations also played vital roles in the various rescue operations.

Similarly, Oku et al (2011) [1] opined that the emerging studies from the above development have been channeled to both urban and rural land capes where various environmental processes are fast transforming its influence on man and his environment with limited alternatives to mitigate the effects. However, despite these constraints, most flood victims tend to be adamant of the periodically incurred human and material loses because they still live, work and do business in flood-proned areas. The fact is that they lacked alternative resources or means to survive outside these harsh environments. Hence, Leigh and Kwaism (1983) [30] conducted an analytical study on the associated attitudinal trend in flood hazards to victims in Malaysia, Erickson (1971) [31] did the same thing in New-Zealand and Oya (1970) [32] admirably researched on flood hazard dynamics and its problems in Japan.

Firstly, it was evident that the applied flood mitigation and response measures in the area vary spatially under different socio-economic status of the people living in flood-proned areas. Secondly, flood hazards and its pollution effects were common place causing untold hardships and costs to the people because of inadequate awareness; poor social and economic status and lack of adequate preparedness. Besides, these costs fall disproportionately on the poor who are unable to protect themselves from the impacts as they strongly depend on the environment for health, vulnerability and for livelihood sustainability. Thirdly, the cultural orientation of the people was another serious factor that impedes modern policies and strategies to overcoming flood hazards headlong in the area. However, the establishment of National Emergency Management Agency (NEMA) as an institution incharge of environmental disasters including flood hazards has encouraged people to appreciate the causal factors of flooding eg lack of functional drainage/channels, poor drainage/channel maintenance and adjustment to urbanization

processes, indiscriminate dumping of refuse into the drainage systems, absence of bye-laws to enforce compliance and adequate sanctions to defaulters (Poronakie and Igbara, 2018) [33]. This finding agrees with Poronakie (2012) who advocated the need to develop Bori Town as a Secondary city in Rivers State. This suggestion becomes necessary because Bori Town is the administrative headquarters of Khana Local Government Area and also the Traditional headquarters of all the six kingdoms that constitute Ogoniland at large (UNEP'S Report, 2011) [34].

Thus, writing on sustainable flood mitigation and response measures in the coastal settlements of the Niger Delta Region (Nigeria), Oyegun (2007) [35] said;

The endemic problem of flooding in the coastal zone can only be permanently solved if the region is transformed along the pattern of the development of Rhine Delta in the Netherlands. It may be necessary to construct polders along the margins of the tidal flats with a view to draining and reclaiming them for paddy rice and plantain cultivation on massive scale. This will put investment capital in the hands of the people and make the development of the region sustainable. A comprehensive flood protection scheme similar to the type in the United Kingdom will have to be put in place to protect the settlements from flooding. This will however, lead to large scale resettlement of the affected local population in modern towns equipped with adequate infrastructure to make livability better than it is at present. There is also a dire need for the government of Nigeria to set up without further delays, 10 coastal tide gauges with global positioning systems (GPS) along the coastline of the country from Lagos to Calabar to monitor sea-level changes and other lithoral data necessary for a proper understanding of the dynamics involved and thus be able to predict flood and erosion hazards. This will enable the population along the coast to be warned in advance of impending flood disasters and arrange for evacuation to safer grounds (Oyegun, 2007:p54)

Again, the huge losses which man has been sustaining due to flooding hazards have generated some responses or reactions on the part of man which Umeuduji (2001:146) articulated below.

- 1. Accepting the loss:** The least in the hierarchy to the scourge of flooding is to accept whatever loss incurred. This complacent resignation to the supremacy and intractability of flooding problem may largely stem from poverty and ignorance of alternative courses of action. It is a reflection of mental and technological incapacitation to handle flooding hazards.
- 2. Public Relief:** A major response which severe flooding has often evoked is the provision of relief materials by voluntary organizations (such as the Red Cross), Volunteers and Governments. In some places e.g. U.S.A, a relief fund as provided by the constitution is usually kept aside and whenever severe flooding occurs, a quick action is taken to ease immediate distress especially by the provision of the necessary relief materials to victims of flood hazards.
- 3. Emergency Action and Rescheduling:** Whenever people are on the alert and flooding occurs, a quick emergency action can be carried out which may involve massive evacuation or rescue programmes or directly fighting the flood by building temporary dykes or artificial

levees and by elevating goods and equipment above the flood water been experienced. A quick decision can be taken to reschedule transportation or manufacturing arrangements.

4. **Flood Proofing:** After a thorough monitoring of the history of flooding in an area, it is possible to predict or forecast the level and severity of flooding. Thus, armed with a fair knowledge of the dynamics of flood phenomenon, appropriate mitigation measures are articulated which have to be put in place immediately flood warning is received. This may involve installation of removable covers such as steel and aluminum over doors and windows or other entrances to the houses or estates, and elevated outlet pipes with functional pumping systems ready for use in draining flood waters. Counters in stores can be placed on wheels to allow for easy removal, especially shortly before flooding occurs.
5. **Erecting Flood Resistant Structures:** This measure is similar to flood proofing since it is based on adequate understanding of flooding magnitude and frequency or regularity but the difference is that it involves permanent and immovable structures that can withstand the onslaught of flooding. Materials that repel water are carefully chosen and utilized for construction. For instance, walls can be made of impermeable material such as burnt bricks. Buildings can also be solidly set up on stilts.
6. **Land-use Regulations:** Based on land-use analysis, it has been recognized that flood losses are closely related to the type of investment on land or simply land-use. When the land is used for urban or industrial purposes, the losses are highest, but if used for agriculture or recreation, the losses are lowest. When the land is not used at all, there is no tangible economic loss. The tool of development control can thus be used to regulate the land-uses and in this case, only the land-use that can conveniently afford to pay the natural tax of flood losses is allowed to locate on floodplain.
7. **Flood Control:** This action can be in two phases, namely the land and channel phases. The land phase involves a careful regulation of land-use patterns. Emphasis is placed on specific actions such as afforestation, terrace farming, contour ploughing or construction of drainage or channel water systems or pits to trap excess water and increase infiltration. This is because human activities such as agriculture and urbanization can significantly reduce infiltration, increase overland flow and ultimately swell up the river causing overbank flooding. The land phase aspect of flood control therefore aims at regulating such causative human activities thereby minimizing the quantity of water that eventually gets to the river as overland flow. Conversely, the channel phase addresses the channel itself. Specific structural measures with increasing capacity to draining the water in the channel are often put in place. For example, excessive deposition of sediments can reduce channel capacity, hence leading to overbank flooding. Thus, once these offending depositional sediments are removed through dredging activities, the channel capacity increases and the river flows more freely without overtopping its bank. Again, the channels can also be widened and sometimes new ones constructed to enhance free flow thereby reducing flooding. In addition to the above measures, artificial levees or dykes or walls can be erected along the river banks to increase channel capacity and to restrict water to the channel. Once this is achieved, overbank flooding will stop. Besides, the construction of dams and reservoirs can also reduce the incidence of flooding down streams.

Geographically, Khana Local Government Area is located between latitudes $4^{\circ}51'$ and $4^{\circ}10'1''$, North of the Equator and longitudes $7^{\circ}10'1''$ and $7^{\circ}30'$ East of the Greenwich Meridian (Rivers State Ministry of Lands and Survey, 2019). This latitudinal locations shows that the area lies within the tropical rain forest zone of Nigeria with all its climatic and topographic characteristics. Khana Local Government Area has a total landmass of approximately 620km^2 and a projected population figure of 336,278 (NPC, 2021). In other words, the area has a population density of 542 persons per km^2 . The area is bounded in the north by Oyigbo Local Government Area; in the South by Andoni and Opobo/Nkoro Local Government Area, in the east by AkwaIbom State and in the west by Gokana Local Government Area respectively. As earlier stated, Bori Town is the administrative headquarters of Khana Local Government Area as well as the traditional headquarters of Ogoniland. This area (Ogoniland) is made up of four LGAs namely, Khana, Gokana, Tai and Eleme.(See figure 1 below).

The map displays the Khana Local Government Area (LGA) within Rivers State, Nigeria. It shows the boundaries of Khana LGA and its neighboring LGAs: Oyiigbo LGA to the north, Andoni LGA to the south, Opoiso/Nkoro LGA to the southeast, and Gokana LGA to the west. The map also shows the boundaries of the states of Rivers, Bayelsa, and Akwa Ibom. A network of roads and rivers is depicted. Numerous communities are marked with triangles and labeled, including Okwale, Loore, Segho, Taabaa, Luekua, Kabagha, Lumeha, Opuoko, Banaa, Kono, Sura, Kpiana, Saena, Gwaka, Ekeru, Kereka, Koro, Kono-Bona, Laga, Zaakpon, Beerta, Wiyaaakara, Eotia, and Kasha. A legend in the bottom left corner defines the symbols for the study location (KSP), communities, Khana LGA boundary, rivers, and roads. A scale bar in the bottom right corner indicates distances from 0 to 20 kilometers. A north arrow is located in the top right corner. An inset map in the top left corner shows the location of Khana LGA within Rivers State. The map is bounded by 7°20'0"E to 7°50'0"E and 4°20'0"N to 4°50'0"N.

The weather condition of Khana L.G.A. is affected by the fluctuation of the Inter-Tropical Discontinuity (I.T.D.). Hence, areas which lie between the ITD and Equator are often wet while those beyond ITD are dry (Tamuno, 2008) [36]. It is the fluctuation of the ITD that gives rise to rainfall variability, intensity and duration over the study area. On the whole, the prevailing wind in the area is characterized by South-west monsoon which makes it moisture laden. The mean annual rainfall is about 3000mm while its average temperature is approximately 27⁰C. The type of rainfall that falls here is convectional and it is characterized by heavy rainfall throughout the year, energetic in downpour with heavy thunder storms at the beginning and cessation of the wet season, and spans over 10 months. The hamattern wind that was hardly felt in the coastal zone is

now a notable feature of the humid tropic due to climate change, ozone depletion and global warming (Oyegun, 2007) [35]. The soils found here belong to the ferralitic group which are old, highly leached and weathered red soils of the humid tropics. The main occupations of the people are farming, fishing, hunting and palm wine tapping activities that hardly advanced their living conditions and socio-economic wellbeing..

Methodology

The study adopted a research survey design method which uses social area analysis to investigate all the issues related to flood hazard in the 84 autonomous communities that constitute Khana Local Government Area. These 84 autonomous communities are further grouped into four districts namely Nyo-Khana, Ken-Khana, Babbe and Bori Urban respectively. The sample size of the study was obtained by the application of the Taro Yamene's formula on the population figure of Khana Local Government Area. The Taro Yamene's formula is given thus;

$$n = \frac{N}{1+N(e)^2} \dots\dots\dots(1)$$

Where n = Sample Size Sought

1= Constant

N = Total Population Size

e² = Level of Significance (0.05)²

Thus, substituting the population of Khana LGA in equation 1 above, the result is given as;

$$n = \frac{336,278}{1 + 336,278 (0.05)^2} = \frac{336,278}{1 + 840.695} = \frac{336,278}{841.695} \therefore n = 399.5 \therefore n \cong 400$$

Therefore, 400 copies of the structured questionnaire were distributed to identified household heads of residents of Nyo-Khana, Ken-Khana, Babbe and Bori Urban districts with the aid of a table of random numbers. Out of the 400 copies of the questionnaire distributed in the study area, 350 copies were duly completed, retrieved and analyzed which represented a response rate of 88%. The data obtained were analyzed using descriptive statistical techniques eg frequency distribution tables, simple percentages etc.

RESULTS AND DISCUSSION

TABLE 1: SUMMARY OF SOCIO-ECONOMIC AND DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

S/N	Category	Component	Frequency	Percentage (%)
1	Sex	Male	200	57.1
		Female	150	42.9
		Total	350	100.0
2	Age (yrs)	18-29 years	120	34.3
		30-50 years	100	28.6
		51-70 years	85	24.3
		71 & above years	175	12.8
		Total	350	100.0

3	Marital Status	Single Married Separated/Divorced Total	125 200 25 350	35.7 57 8.2 100.0
4	Family size	1-2 3-4 5-6 7 & above Total	45 100 120 85 350	12.8 28.6 34.3 24.3 100.0
5	Respondents occupation	Farming/fishing Petty Trading/Transportation Civil/Public Service Business Company Employee Students Total	50 100 110 40 30 20 350	14.3 28.6 31.4 11.4 8.6 5.7 100.0
6	Mean Monthly Income	Below ₦30,000.00 ₦30,000- ₦50,000 ₦51,000.00- ₦70,000.00 ₦71,000.00 & above Total	160 100 70 20 350	45.7 28.6 20.0 5.7 100.0
7	Residential houses	Rooming house (Wagon) Rooming house (courtyard) Single family (Detached) Semi-Detached Storey Building Total	150 95 70 25 10 350	42.9 27.1 20.0 7.1 2.9 100.0
8	Tenancy status	Tenants Landlords/landladies Total	75 275 350	21.4 78.6 100.0

Source: Researchers' Fieldwork & Analysis (2022)

Table 1 above shows that majority of the respondents (57.1%) are male while 42.9% are female. It is also observed from Table 1 that most of the respondents (63.2%) fall within 18-50 years age bracket. In other words, the people are active population who need modern facilities and services for sustainable development in the study area. It is also deduced from Table 1 above that majority of the respondents (57.1%) are married couples, 35.7% are single while 8.2% are either separated or divorced. The table also revealed that majority of the respondents (92.0%) are living in poor housing accommodation with large family sizes. No doubt, these buildings are susceptible to the effects of flood hazards. Besides, the inhabitants are low-income earners (74.3%) based on their occupations in the informal economic sector such as petty trading, transportation, farming, fishing, etc. By extension, the people strongly depends on their immediate environment for livelihood sustainability, health and vulnerability with few alternatives to mitigate the effects of flood hazards

**TABLE 2: INDIVIDUAL PERCEPTION OF ANNUAL FLOOD FREQUENCY
AVERAGES IN THE STUDY AREA**

Averages	Annual Perception Rate	Percentage (%)
1-5	115	32.9
6-10	210	60.0
11-15	25	7.1
16 & above	-	-
Total	350	100.0

Source: Researchers' Fieldwork & Analysis (2022).

Table 2 above indicates that 60% of the occupants of flood-proned areas perceived between 6-10 severe cases of flood hazards annually. This further implies that flood menace is very high in the study area particularly among the coastal settlements of Kono-watersides, Kaa, Bane, and along Sii, Gwara, Opuoko, Kpean, Kwuri-Boue and Bori Urban District. In Bori Town, flood hazards have not been only significant but frequent owing to constant refuse dumps within major streets/roads and the shallow and few drainages.

**TABLE 3: MITIGATION/ADJUSTMENT STRATEGIES TO FLOOD HAZARDS IN
KHANA LGA OF RIVERS STATE**

Adaptation/Adjustment Strategy	Frequency	Percentage
Raised Elevations	25	11.4
Sand filling of Premises	40	8.2
Use of Wooden Foot Bridge	85	24.3
Raised Pavement	200	57.1
Total	350	100.0

Source: Researchers' Fieldwork & Analysis (2022)

Table 3 above reveals that some adaptation/adjustment strategies were adopted to fight problems posed by frequent flood hazards in the study area. It is also deduced from Table 3 that majority of the respondents (57.1%) used raised pavement as adaptation or adjustment strategy. This is followed by 24.3% of the respondents who used wooden foot bridge to overcome flood hazard activities in the area. However, some of the respondents make do with raised elevations (11.4%) and sand filling of their premises (8.2%) respectively. One fact to note from the different strategies adopted in the study area is that they are reflections of the socio-economic status of the people living in flood-proned environment of Khana Local Government Area. This further implies that the socio-economic background of people living in flood-proned areas determines the different strategies adopted to surmount flood-hazard effects in the area. This agrees with Oku et al (2011) who argued that the people's perception, socio-economic characteristics and cultural background were determinant factors of flood-hazard mitigation and response measures or adjustment strategies adopted in Khana LGA. Nevertheless, these strategies are not only outdated but also inadequate to human, material and economic losses incurred from frequent flood hazard effects in the study area.

TABLE 4: EFFECTS OF FREQUENT FLOOD HAZARDS IN BORI TOWN AND ITS ENVIRONS

S/N	Effects	Frequency	Percentage (%)
1	Premature crop harvests leading to food scarcity, hunger and poverty.	105	30.0
2	Buildings in affected settlements are flooded with polluted water and other garbages causing severe health risks, socio-economic lost and displacement of victims of flood hazard.	100	28.6
3	High cost of relief materials, resettlement, land-reclamation and rehabilitation schemes for displaced persons, families and communities.	50	14.3
4	Encourages criminalities in the affected areas through looting of people's properties	30	8.6
5	Poor economic values in flood prone areas leading to their abandonment eg land, houses etc.	40	11.4
6	It sometimes reduces development options for future generations due to constant instability and lost of valuable items.	25	7.1
	Total	350	100.0

Source: Researcher's Fieldwork & Analysis (2022).

From table 4 above, it is observed that majority of the respondents (58.6%) opted for premature harvest of crops by the farmers leading to food scarcity, severe hunger and pervasive poverty in the area as well as buildings flooded with polluted water and toxic wastes which affected livability generally. Next to this is 14.3% who complained of inadequate provision of relief materials to flood victims and high overhead expenditure for resettlement, land-reclamation and rehabilitation schemes. This is followed by 11.4% of the respondent who reported the case of poor economic values of landed properties and houses leading to abandonment and hence, complete waste of resources. 8.6% of the respondents said that flood hazard effects encourage criminal activities as such areas are often deserted. Finally, the rest 7.1% of the respondents reported that flood hazards reduce options for future development of generations' unborn. However, modern technological developments in advanced countries have proved that nothing is a waste as flood waters can be impounded to generate hydro-electricity supply and floodable lands areas can be reclaimed for paddy rice and plantain cultivations (Oyegun, 2007). In other words, technological improvement increases man's ingenuity to change the environment rapidly to suit his needs, wants and aspirations (Arokoyu and Umeuduji, 2004) [37].

CONCLUSION

There is spatial and socio-economic characteristics of dwellers of flood-prone areas in Khana Local Government Council. These include farmers, fishermen, traders, transporters, civil servants, students and businessmen who interact among themselves in one way or the other presumably for survival and life sustainability. With reference to the findings in Tables 1, 2, 3 & 4, the people's perception, socio-economic characteristics and cultural background have combined to determine their adjustment strategies as well as mitigation and response measures

to flood-hazards effects in the study area. This agrees with Oku et al (2011) who argued that the people's perception, flood frequencies, magnitude, socio-economic characteristics and influence of flood-hazards have significant relationship with their various adaptability measures in the area. On the whole, these have modified the way people adjusted to live, work and do business in flood-proned areas in Bori Town and Khana Local Government Area at large.

Recommendations

1. The Government should re-design and implement the master plan of Bori Town for sustainable development.
2. Government should embark on massive reclamation scheme of floodable lands in the study area and establish on them, agro-based industries and other investments for the employment of the jobless youths in the area.
3. Enactment of Environmental bye-laws and monitoring teams to regulate people's attitudes and behaviour towards waste management disposal and control in Bori Town and Khana LGA at large.
4. Provision of adequate basic amenities as well as infrastructural facilities and services across the LGA eg electricity, potable water, effective healthcare delivery system etc.
5. Construction of modern ultra markets in each of the four districts of Khana LGA eg Bori, Taabaa, Baen and Kaa respectively.
6. Need to dualize all the internal roads/streets in Bori Town with functional drainage systems eg Gokana, Kenule, Mayor, Ndonake, Kaani, Timber, Bank Road, Court Road, Ikinagbara Street, Back of Police Station etc.
7. Intensification of aggressive youth empowerment/poverty alleviation programmes and public enlightenment campaigns on community basis including organization of cooperatives, conferences, seminars and workshops with themes e.g environmental quality, livelihood sustainability and human security.
8. Re-activate and strengthen the monthly sanitation exercise with monitoring team to ensure compliance.
9. Re-structure Bori Urban Transportation system to include full time Keke and Taxi town service model.
10. Improved capacity-building strategy for adequate security networks in Khana LGA and Rivers State at large.

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METHODS OF SANITIZATION OF RUSSIAN PROVERBS AND FABRICS IN A PRACTICAL COURSE ON THE RUSSIAN LANGUAGE

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ABSTRACT

These linguistic units allow implementing the principle of learning language based on the cultural component in teaching, the principle of learning language and culture together. Work on teaching foreigners the most common proverbs and sayings of the Russian language should be considered an integral part of the educational process, as well as work on vocabulary and phraseology should be considered by foreign students to read proverbs and sayings. Lasting involves, first of all, a correct understanding of their semantic content and the state of their use. So, in teaching these language units, which have a component of national-cultural meaning, the task of them comes first.

KEYWORDS: *Phraseology, Culture And Traditions Semantics Of Proverbs, National-Cultural Proverb, Cultural Interpretation.*

INTRODUCTION

Methods of the semantics of proverbs and sayings in teaching Russian to foreigners Candidate of Philological Sciences N.V.Basko, 1998 mastering the semantic space of the Russian language involves the formation of skills. We used linguistic tools for their linguistic design according to the purposes of the interaction. Any communication in a foreign language is a complex process of interaction of cultural traditions. I often associate individual semantic elements of communication situations with different cultural characteristics, which give rise to idioms in interethnic language communication [1]. Understanding the cultural features of a foreign language is always associated with difficulties, as most of them have a certain hidden meaning that is specific to the social behavior of native speakers (understood by native speakers). includes, Therefore, in order to form the language competence of foreigners, it is necessary to teach them language units that reflect the peculiarities of the national culture and the peculiarities of their behavior. Among the linguistic units that are part of the national-cultural component of semantics or have national symbols, Russian proverbs and sayings that contain clear, intellectual information about the culture and traditions of the Russian people have a special place.

The main ways to explain the meaning of proverbs and sayings to foreign students are to explain the meaning, to show the state of an application, and to provide information about the historical-etymological analysis, cultural interpretation, and stylistic and pragmatic features. We will

consider the following methods in the semantics of proverbs and sayings. TABLE OF VALUE. Almost all proverbs require interpretation of meaning, as most of them have a figurative, figurative plan in addition to the direct meaning. Only proverbs and sayings that have direct meaning and are devoid of idiomatic, hidden meaning are understandable to foreign students from the direct meaning of the proverb components. For example, ""Человек познается в труде; Скромность украшает человека; У него ни стыда, ни совести; Счастье и труд рядом идут "" Man is known in labor; Humility adorns man; He has no shame, no conscience; Happiness and hard work go hand in hand, etc. Proverbs and sayings that have a figurative, figuratively generalized meaning need to be interpreted. For example, ""В чужую душу не влезешь "" You don't fit into someone else's spirit ""you don't know the person (what he thinks, what he is, etc.)""; ""Ты щене был в моей шкуре"" Not our industry, but the berry is ""a man who is absolutely unsuitable to anyone in terms of views, character, and behavior""; You have not yet been in my place ""you have not experienced hardships like me; fish for lack of fish and cancer"" if there is nothing better or no one, then (who) does "; great honor does not live without problems" glory always brings with it troubles, experiences. "Often in Russian proverbs and sayings, not a single word is clear, it hides the meaning of the whole proverb. In this case, you first use this incomprehensible word, then and you have to explain the meaning of the whole proverb. For example: Do not measure everyone with your throne the shirt with the world means "from every member of society", the whole proverb means "from everyone, gradually, something important is taken for one person"; The reel is small, but the reel expensive ""the smallest measure of Russian weight is equal to 4,266 grams, mainly gold and used to weigh silver"", the meaning of the whole proverb is ""small in size but valuable in quality. "Phraseological units of idioms are often found in proverbs.

It is necessary to first explain the phraseological unit, and then the meaning of the whole proverb. For example, ""Чужую беду руками разведу, а к своей ума не приложу"" I clean someone's unhappiness with my hands, but I don't use my mind for myself. I can't mean the phraseology in this article, "I can't, I can't understand, I can't understand something, I can't guess, I don't know how to act, I don't know how to act." This proverb means: "The difficulties and problems of others seem insignificant, easily overcome, and theirs are serious and unresolved." We used it when someone knows other people's problems are easy and advises them on how to deal with them or not to pay attention to them. Sometimes the whole structure of a proverb turns into a phraseology, then the whole proverb is a phraseological unit. For example: Only in something that keeps the soul ""barely, a little alive"". This proverb speaks of a very weak, sick, or ancient person. In the meaning of a proverb, it is important to show how it is used. Here we do not mean a situation as a set of conditions, but a verbal situation, which requires the following components: the subject of the situation (the narrator), the addressee (who they are talking to or about), the subject and the addressee of ' relationships (age, production, social, sexual, etc.), as well as the said topic. Here are some examples of the use of proverbs and sayings: Not everything that is shiny is gold, it is said that "it is not bright, attractive, precious", or no matter who is bright, it does not have much merit. appearance; In the absence of fish and cancer, the fish is said to be ""in a situation where you are satisfied and not very fit, one who does what (what) if nothing or no one is better; The egg does not teach the hen, it is usually said to disregard the advice of someone who thinks she is younger and inexperienced; The mouse's tears are shed on the cat ""insult, for the misfortunes done to the weak, the criminal takes revenge," which is said as a threat or warning. Sometimes an explanation of the use situation ends the

meaning of the whole proverb, for example: Chasing two rabbits and not catching one, the proverb warns that two things (or more) are impossible. achieve two or more goals at the same time. The next component of proverbs that requires explanation in class with foreign students is to explain the origin of the proverb or saying. The etymological description of proverbs and sayings should follow the general requirements of the etymological analysis of phraseological units. The etymological interpretation should be accompanied by units that are not originally Russian or have been separated from the etymology and have changed their original composition and structure [2]. The main thing in the etymological interpretation of proverbs and sayings is information about the image based on the proverb or proverb, as well as information about the initial state of use. For example, the etymological interpretation of the phrase grandmother, and St. George's Day, proposed by V. I. Dahl, is known, according to which in the late 16th century peasants were forbidden to move from one landowner to another. (A week before and a week after St. George's Day). Other proverbs and sayings about Russian history are also known: Moscow does not believe in tears "You cannot feel sorry for the people of Moscow we do not believe that you are unhappy (a cry about crying and crying in vain). It is true that at that time the princes of Moscow were cruel to the conquered. The article "fits his position" that the sign at the height of the hat is reflected as evidence of class service in Ancient Russia, and Senka is named after him. Yes, everything is in place. "In the spring, shepherds deliberately underestimated the number of ewes in the herd even if they ate a portion, their number was the same. When explaining the etymology of proverbs and sayings to students in class, the teacher should rely on information from relevant lexicographic sources. The cultural interpretation of proverbs and sayings is etymologically close. Its tasks are to explain the Russian reality, historical facts, events, customs, traditions and behavior of the Russian people [3]. Here are some examples of cultural interpretations of proverbs and sayings that can be used in classes with international students. The saying that butter doesn't spoil the porridge means "useful will never be superfluous". The meaning of this proverb is based on the literal meanings of the words that make up the proverb. porridge Russian national dish, national Russian cuisine.

From ancient times in Russia, they ate mashed potatoes with butter. They believed that if you put more fat in the porridge, it would be more delicious. Meli, Emelya, your week has a lot of linguistic and cultural information in the article "about nonsense or a lying liar". This is actually a Russian proverb. In Russian families, it has become customary for family members to perform various household tasks on a weekly basis. Each member of the family was involved in a variety of activities, including grinding grain at home. The phrase influenced the proverb, "to talk, to talk nonsense." An important way to semantic Russian proverbs and sayings is their stylistic features [4]. Of course, all proverbs and sayings belong to the spoken word. However, there are neutrals and rudeness or conversations between them. For example, Husband and wife are a devil "husband and wife are united by criminal thoughts, desires". Usually, this proverb is used in a humorous form. Proverbs Two pairs of ethics You can't say that about respectable, good people. The methodological features of the use of proverbs and sayings are directly related to the pragmatic conditions of their use. Pragmatics is the field of linguistics that establishes the connection between the speaking subject, the state of communication, and the linguistic units - words, phraseological units, proverbs, and proverbs. It is very difficult for a non-Russian to "feel" the pragmatism of Russian proverbs and sayings. It is, therefore, necessary to carefully explain to foreign students the pragmatic features of the use of Russian proverbs and sayings. We give examples of such an explanation. The proverb that does not fall far from the apple tree only

speaks of the similarity between children and parents, they emphasize the recurrence of parental shortcomings and defects in children, and the proverb is uttered with condemnation. Of course, this determines both the address of the article and the general terms of its use. Usually, foreigners studying Russian do not make mistakes in the use of proverbs and sayings, the pragmatic conditions of their use are sharply indicated. For example, there is no bottom, no tires (for anyone), in this conversation, something is bad, someone is bad. Initially, this was a simple desire of the man not to bury (not even the bottom and top of the coffin). Or my dear there! "Everyone deserves it, there's nothing to regret." This proverb is often said about an evil man, not with his own death. However, it is much more difficult to study proverbs and sayings that have less clearly defined pragmatic usage features. For example, the phrase "When a fisherman sees a fisherman from afar" means "People who have similar characters or interests get closer to each other faster and understand each other better." It should be noted that this article contains a protest, a reference to the negative qualities of people, their behavior. The use of different methods of cementing Russian proverbs and sayings in a lesson with foreigners provides a basis for a multifaceted study of language based on the cultural component of meaning and allows students to form and develop both linguistic and cultural competence. And this, in turn, helps foreign students to actively communicate in Russian, which is one of the main goals of the methodology and practice of teaching a foreign language.

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FUNDAMENTALS OF FORMATION OF EPIC THINKING

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ABSTRACT

The article explores the rich and comprehensive oral tradition of our people, in particular, the epic, in order to identify the roots of spiritual maturity, such as the courage and honesty of our ancestors, the spirit of courage, to educate them from true heroes who do not spare their lives for the country, the study of its nature and principles of its survival. In particular, the work is based on migology, animism and fetishism, the first examples of folk epics associated with the past life of the peoples of Central Asia, such as Avesto, Kitabi Dada Korkut, Irk bitig, Bundaksishn, are in the specifics of the plot systems of such sources.

KEYWORDS: *myth, mythology, "sav", myth, "Avesto", "The Book of Dada Korkut", "Oguznoma", totemism, fetishism, animism, "Bitig Race", "Bundaksion".*

INTRODUCTION

The first stage of folk poetry is inextricably linked with various forms of primitive human activity and is characterized by the reflection of religious, mythological views, basic scientific knowledge, and ideas about nature, and society of the ancients. Traditions and customs associated with human spiritual maturity have a special place in the system of national values. They are an integral part of the national culture and have played an important role in the formation, development, and spiritual needs of the people and the nation for centuries.

In ancient times, a person who did not understand the origin of the universe, the changes in the seasons, and the nature of earthquakes on earth tried to find his own explanation. As a result, that something must have lifted the earth was first invented, and then the gods represented the interpretation of each event. Such views are still common today. However, "the reflection of ceremonies in the epic, the role of ceremonies in the epic plot" [1] is unique. In particular, when a traveling wolf sees an eagle, he considers himself lucky. When he sees a fox, he becomes suspicious and waits for something bad to happen. In the dream of a young man riding a horse, he feels as if he has heard about the positive changes in his life. At weddings, our young men are still around the fire, throwing hair on them. Our old people will be happy to build a swallow's ceiling. When they see a horse, they pat it on the head. Until recently, in some districts of the Kashkadarya region, it was customary to put wolf skin under the cradle of a newborn baby and to decorate the cradle by piercing its teeth. From time to time even now the man in the family buys fish for the house. And this is a good quality, a habit. There are many such habits. Of course, it's

hard to get to the bottom of the numbers. So that's how they came to be. Why do our people respect water, bread, and salt? He tries to be clean. Man always tries to find the best in everything. Imagination seeks a reason to justify these interests. Over time, the experience of life has led to the need to categorize these events, distinguishing between beneficial and harmful. As a result, many people think, "This is good, this is bad." For example, it is good if a nightingale sings in a person's yard; it has become a habit to assume that an owl sings badly. What may seem insignificant has been ingrained in the minds of our people for centuries, based on various traditions and customs. [2]

The ancient, simple stories about the world, humanity and the origin of man are called "myths" in science. The word myth (Greek mythos - word, myth, legend) in the dictionary is a set of primitive ideas of the ancients about the universe, the creation of the universe, the creation of man, plants and animals, and the emergence of celestial bodies. It includes beliefs about the causes and nature of natural phenomena, mythical heroes, goddesses, and gods." Mythology is the study of myths. "Folklore is primarily a process of transition from mythological thinking to poetic thinking." In Mahmud Kashgari's *Devonu lug'ati--turk*, "sav" means "remembering the word of the fathers" and can be called a "myth" in our Turkic language. The Arabic word for "myth" is the same. However, since scholars around the world call ancient stories "myths," they use the same term in Uzbek folklore. [3]

They give the first examples of myths about the past lives of the peoples of Central Asia in the book *Avesta*. *Avesta* is a product of the creativity of our ancestors who lived in ancient Khorezm. I wrote the first oral work in gold letters on the skin of 12,000 cattle at the initiative of Zoroaster after the formation of the writing culture. Legends of the 11th century are mentioned in the *Book of Dada Korkut* and in the 13th century the books about Oguz Khagan called *Oguznoma* (although the events in them indicate that the text of the legends was created long ago mentioned) contains mythical expressions about the history of the Turkic tribes and clans. We'll talk about these books later. Let's start with the theoretical and practical details of the myth.

The aim is to study the similarities in the plot and motives of the epics of the peoples of Central Asia and the world. Although the issue of the epic plot in the epics has been studied in both Uzbek folklore and world folklore, it has not fully revealed its complex structure. Accordingly, the main goal of this study was the comparative-typological, lingua-cultural and thematic study of the plots and motifs of the epics of the peoples of Central Asia and the world. [4]

The concept of myth consists of the words totemism, and fetishism. According to dictionaries and encyclopedias, the word "totemism" is derived from "his seed." One North American tribe believed that humans and certain species of animals and plants were related. They were not hunted, they were not killed, and they were not eaten. And the plants are revered. This custom is still practiced by all peoples of the world. In India, it is generally forbidden to slaughter an animal, that is, to bleed it. Cows are especially revered. In Australia, the kangaroo is a particularly revered animal. Uzbeks respect animals and birds such as wolves, camels, bears, horses, sheep, snakes, fish, swallows, eagles, roosters, and musicians. [5]

The coat of arms of independent Uzbekistan has an image of a humo bird. Our people also have a special belief in fruit and non-fruit trees such as maple, quince, pomegranate, willow. True, the animals, birds, and trees listed above are revered as totems. But with a little thought, the roots of their beliefs have a special meaning. These include the wolf's dependence on independent living and courage; the camel's endurance of thirst; the horse's devotion to man, his intelligence; that

the eagle is an energetic and militant bird; longevity of maple; We also know that the pomegranate has many seeds (as a sign of a child), the coolness of the willow, and that it is made of drums. [6]

In ancient times, our ancestors considered knives, bread, ovens, tandoors, doppi, books, especially arrows and bows, to be sacred. The most ancient ideas of our people about celestial bodies, flora and fauna are reflected in the works of folklore. These ideas gave rise to many words in our language, to the formation of figurative artistic thinking. The word "wolf" in Uzbek is used somewhere today as a negative word, in a figurative sense. However, the constant lines in our epics of "running like a wolf" and the phrase "wolf, fox" in the living language emphasize that the roots of the word "wolf" are rooted in ancient, totemistic ideas. [7]

The green, white, and blue of the Uzbek flag, the red between them, the moon in the corner, and the 12 stars all have symbolic meanings. Typically, green youth, red, shed blood on the one hand virgin pride, white life, black, on the one hand, tragedy reflect the meanings of greatness, grandeur, brown maturity, puberty brought If you look at the ancient miniatures of Babur's works, you will see a servant holding a white towel-like cloth over the kings. This custom served the purpose of emphasizing that the future of the king was rich in victories, the peace of his country, and his independence. [8]

Animism is a combination of totemism and fetishism. Animism is the ability to use the magic power of the word to affect the human psyche, to save it from disease, to refresh its nature. That is why the word bakhshi, meaning healing, has been preserved. [9]

We have preserved the heroism depicted in the myths in the traditions. As a result, as artistic thinking developed, perfection prevailed in oral art, and written copies of works such as the Avesta, the Book of Dada Korkut, and the Oguznama emerged.

So, they can compare the Uzbek mythical world to a separate mysterious world. [10]

In it, our people, our country, our history are perfectly represented. Animistic and totemistic views, various mythological beliefs played an important role in the creation of the oldest works of folklore, and they have come down to us only through ancient historical monuments, scientific works and memorabilia. proves to be a rich nation with work.

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THE EMERGENCE OF ARTISTIC THINKING IN THE COMPOSITION OF MODERN UZBEK NOVELS

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ABSTRACT

In this article, the composition elements in the novel "Ozod" belonging to the pen of Isajon Sultan, one of the leading creators of modern Uzbek prose, their emergence, in this regard, such issues as the writer's specific skills, style and artistic language are covered in detail. It is also mentioned about the importance and role of compositional elements in the full disclosure of the theme of the composition and the theme of the work, the material of life, that is, the transformation of the disposition into an artistic work (composition). As compositional forms of epic speech, one can think of Riva, description, dialogue and their individual manifestations, and samples of the novel "Ozod" by the writer Isajon Sultan are drawn to each of these forms and taken under analysis. In addition, as the author analyzes the psyche of the main characters of the novel and secondary images, the author draws a special attention to the peculiarities of speech and personage speech and their significance in revealing the psychology of the novel. It can also be said that the information and analysis presented in the article serves as a complete guide for each reader about the emergence of a new tradition and style in the modern Uzbek novel.

KEYWORDS: *Composition, Composition Element, Composition, Disposition, Fabula, Riva, Description, Dialogue, Epic Storytelling, Inner Speech, Monologue, Personage Speech, Author's Speech, Psychological Image.*

INTRODUCTION

Before creating a creative work of art, of course, he thinks about his composition. Fabula, that is, changes the natural sequence of events due to the conceptions of the work and creates a new artistic structure. The material of life (disposition) is transformed into an artistic work (composition). It is also permissible to dwell on the role of various compositional elements (components) to carry out this process. "The text of the epic work is composed of Riva, description and dialogue, so they are recognized as compositional forms of epic speech" [1]

Riva is an author's speech, which tells the story of events and events depicted in the work, ensuring the harmony of space and time in the work, integrity. Although the description is also given by the author, the object of the narration has the property of moving, with the exception of the description, it is stable and stable. Landscape, interior, portrait etc. are characteristic features. And dialogues are expressed through the speech of self-images.

In the novel "Ozod" by Isajon Sultan, we draw samples of these three components into the analysis.

“Indeed, there is magic in the word, it was said.

And those who went astray, wishing to say a more magnificent word, said: “there was a word before. After the slaughter of the Lord God, the world was wounded. We also said a word in our case”

That's where the narrators went astray. He forgot that the herd of the breed was not linguistic...”

The novel begins with Riva above. The author makes a philosophical observation about the essence of the word in the game-yu how much it affects the life of the narrator. It is said that the grandeur of the word is actually in the meaning of its bosom, and life is only an expression from the opposite, the thoughts that fill the reader with much thought are the product of the author's artistic thinking. Hence, the fact that the composition of the literary work sees the face of the world in a neat and thorough way is directly related to the author's artistic thinking process dates. Literature about the composition and units of composition there are different views by scientists. Initially, the tradition of composition was used in the rhetoric of antiquity, and the terms inventio (the creation of objects presented in speech), dispositio (placing them in a certain order), elokutio (the bright expression in case of negation of speech) correspond in essence to the terms of artistic reality, composition and speech construction [2].

"Organizing the components of the form in the work of art in the most convenient way to form the content and express the meaning is the task of the composition...

"Placing parts of the composition of the work in the most optimal way for the execution of artistic intent(the formation and expression of a particular artistic concept, the intended ideological-aesthetic effect), means attaching them to integrity in a way that is clearly understood by their interaction and relations”

In this regard, the description is also considered one of the important components of the artistic work. The landscape and interior texts in the novels can also be composed of several details, providing an image in the work.

"The moon's whitewash Rays are gently sown, burying the trees,the dark-looking leaves-the fruits of yu in the whitewash. The soil looks warm and velvety, as if it is pouring. The moon is full in the sky...

A gentle breeze will wipe your face. You will notice that life does not slow down in the bosom of a never-ending night, and that many creatures are training with what they know. How many years have you spent in the bosom of the old house quiet and quiet mudraydi, you thermilinear joints, plasters, a house left of your father in the courtyard adagi-one hallway Castle is also under the mud. The higher the house you have built on this side, the more energetic... your father's house got quite sunk while. Father and mother lived in this house and passed through the world... one you bedor, one you embrace the courtyard like a ghost” [3]

This description is made up of a combination of many details, making retsipient appear a holistic landscape right in your eyes:

Moon's ICO Rays

leaves, fruits, which look dark

it rains

warm and velvety soil

full moon

light breeze

old house under the Mudra

tall and well-built new packaged House

scarf

The role of psychological image on the basis of fiction, composition of novels is also incomparable. The artistic value of the novel, The level of its readability, the aspect that distinguishes it from the works given to simple narrative, also, of course, depends on how skillfully the psychological image in it is created. The character, which is revealed by the spirit of heroes, their lives, the image of their imagination, their behavior, attitudes, gossip, will also greatly serve to reveal the ideological content of the work.

It is not an exaggeration to say that the psychological image has reached its peak, especially in modern novels created today. N.Eshonkul's "Gorugli", He Said.Hamdani's "Isyon va itoat", "Sabova Samandar", I.Sultan's "Boqiy darbadar", "Ozod", S.Wafa's "Ovoraning ko'rgan-kechirganlari" and a number of more novels are obvious proofs of our above views. That is, the period of independence is one of the features of Uzbek literature, in particular Uzbek prose, and the image of the human psyche is in the leading plan. In this regard, the following thoughts of the doctor of Philological Sciences Kazakbay Yoldash are significant:

"In the present prose it is noticeable that a person is approached not by life, but by the image of a person in life. In such an artistic work, the author does not intend to study and reflect life, but rather considers it a means to understand and interpret the nature of the person depicted. The image of the human psyche is open to correct understanding and interpretation of life events and their source. For this reason, in today's Uzbek prose, it is a priority to reflect the deviations of the human spirit" [4].

So, while today's Uzbek writers are working on their own methods, first of all, they focus on the opening of the psychology of heroes. For this, no doubt, it is of particular importance to skillfully use the personage speech. Negaki, his speech is the primary instrument in the opening of the inner world of each image.

"Through the speech of the writers, the personages reveal their unique features, spiritual worlds, way of life, the logic of their characters, their common side for certain conditions. Accordingly, the speech of the personages is a means of distinguishing the heroes" [5].

Even in the novel "Ozod" by Isajon Sultan, the psyche of the heroes is described in a peculiar way. Father, son, owner of vineyards, Wind, Ozod, Dilorom, Murtad and a number of other personages each express their thoughts, feelings through their speech. The writer's skill can be seen in such a way that the inner world of each hero in the novel repeats itself, having a life logic in a slightly different way. All the hero in the work thinks, feels, ya'nik, moves.

The part called "Son" is dedicated to the inner world of this very Hero, which is told from the language of the hero. While the father, who worked in the crop all his life, rocking the car, gave a magnifying glass to the life of his fellow villagers, who later praised the anchovy, if there was a more abundant meat in the wedding pilaf, the son will sink into the game. He feels that his own

destiny is the same, if he goes away, then so. The world of its contemplation begins to handle various puzzles, many questions:

“We are going to lick it at weddings, and then the new bride-groom will also be going away with a sigh of fur... as the day goes by, it seems as if it is crumbling and getting attached to the shoulder... the white faces of the bride, the groom's flashy eyes become pale... they, too, do not give a head start to Labor... I see that the bride is chopping the Earth, buried in labor... all-all is an imposing question that comes to my head and hangs: what does the child of man come to the world himself?” See, hero to their fantasies of girded dive at the same level, even for simple cases as all cases appears to be in his soul shaken brings a huge gap in shuur will appear, will toldirib to think about the essence of life.

Personaj was more expressed in the form of monolog speech in the game.

“In the literary work, the so-called monologue in which the personage is spoken or spoken in spiritually in relation to others is called a monologue...

Regardless of what form the monologue is in, it always leads to the fact that heroes symbolize the spiritual world, changes in consciousness, attitude to different people, to something-events”.

In the monologues of the novel, The image of how the apparent world is tossed, reflected in the hero's Batin. Although the name of the hero is not given, his so-called “Son” this image shows how much load on the shoulders, how many meanings are overloaded. He is primarily a child, so the mind-he will handle the pursuits on the parents in the consciousness, the primary queue:

“O child foolish, you knew where the father was, they say, the elderly. Where did you know who the mother was? Is the wealth of the world worth a single trace of the mother's step? O son, do good to your mother, to your mother, to your mother, to your father after him! Strangely enough, when I wonder if the mother is also blessed by the father, they will laugh and explain: "do not you see that your mother, who is so mukarram, is in the footsteps of your father?..."

We witness a lot of times during the work of heroes and their psychological images, which fill such a person with thoughts, having an insightful and complex psyche. The psychological image itself also has different manifestations, each of which has its own characteristics, logical meaning-essence.

“It is known that in the creation of the image of the hero in artistic creation, an artistic mood, emotional World, personal energy and potential opportunities of the individual are evoked. In this regard, the role of internal speech, dialogue and epic storytelling is of paramount importance. In domestic speech, in principle, if a person expresses feelings, experiences that can not be disclosed to someone, then in dialogue, discussions, mutual exchange of views, conversations and worldviews are the main “battle”. And in certain complex situations, the heroes themselves will open their soul, personal aspirations in an internal speech. And in epic storytelling, the hero manifests himself to the reader with all the complexity of the writer (through the speech of the author) the circumstances that he could not tell, difficult to express”.

Examples of the above are bright examples of many speeches, which the hero can not tell anyone about his words, his musings, which he passes by heart and thinking. Only his own can answer the questions that have occupied his entire psyche, absorbed into his mind. Such an image of a psychological image is considered the most important tool in revealing the psyche of the hero. Because a person only speaks bilna himself, but only in his own image, in his own way.

You can also meet a lot of dialogues in the novel. Dialogues presented in the novel, unlike other works, are rich in philosophical content and do not leave the reader without thinking. "Dialogues fulfill a certain task in the opening of the relationship of personages, their spiritual worlds, the sides of the character and, in general, the content of the work".

- On this place, let's pay attention to the following conversation between Ozod and wind:
- "The wind responded:
- I saw a man. He was in the depths of the pit, there were scorpions and snakes in the pit, they were tormented. For several years now, he was tortured in such a trifle. One day, someone came and dug it out of the pit, the willow sprouted, the burrow-blue waters got to the place where the East flowed.
- I understand this symbol, - said Ozod. – I want to see a deeper layer.
- "The nickname is such a thing that it is a nickname not for those who have gone, but for those who have stayed in the world," said the wind. – for those who have gone, the original thing is different, you made a mistake again.
- What's my mistake? - said Ozod.
- There is wisdom under the nickname, - answered the wind. – You look also to the bottom of that wisdom. If another curtain under the curtains of the Fitr is opened, then you can completely start seeing other phenomena..."

Through this conversation, we understand that the release is still young, helpless before the meaning of life, a symbol of wisdom of the wind, a symbol of a luminous elder. But in the course of the narrative of events, these two heroes also face bemisique changes, and there is a high change in the psyche of the release. We also observe this through the following dialog:

- "It's like there are truths that neither you nor I know about collars, - he said Ozod. – I want to go further than that. Maybe honestly it bordir the hole that passes into the world?
- "No, I can not go further," said the wind, further shiddati decline.
- I understand you, - said Ozod. – I understood not only one senigina, but also what others said.
- The wind now blew gently in the Earth's moaning.
- "I submit to you, O Dear and honorable one," he whispered. – but now it seems to me that I do not need. Let me go back in my footsteps and continue in my old work.
- That's right, no longer keraging, - said Ozod and commanded: - O God who created the Lord! Sit down on the Earth and wait for my command, lest you perish..." This image of the psychological image clearly shows the nature and spiritual world of the heroes to the reader and reveals their character. Dialogues in the novel "Ozod" " are also created for the same purposes with high skill, which contributes to the increase in the level of the work.

And epic storytelling is somewhat different from domestic speech and dialogue, in which the hero does not speak. Perhaps it is brought to action from the author's language. His thoughts, feelings are told, described by the author. Also specific features of this method is that Professor Kozoqboy Yuldoshon this will take the following points:

“The method of showing the inner world of Personaj by a third person also has its advantages. In this form of a spiritual image, the author introduces the reader into all the hidden swindlers of the inner world of the hero without any restrictions, showing his inner world in detail and in depth. For the writer, the reason that the hero does not have a secret and unknown place in his inner world, he knows the inner spiritual processes to the smallest detail and is able to describe the big and small changes that occur in them...”

We will focus on examples of epic storytelling presented in the novel “Ozod”. The protagonist is in search of a free Legendary Humo bird. And this bird, which is considered a symbol of the happiness of life-long Troubles, flies without landing on the shoulders of the free. In this case, the spirit of the hero, deep in sadness and sadness, is described as follows from the author's language:

“... Aydinkul is doomed to build anyway, The Salt Desert is getting smaller and smaller, people come and take the form of ordinary mineral sand that they want to heal themselves, the narration about the loyalty of horses becomes a shepherd that has never been, the meaning of life also disappears and takes the form of many hard journeys... and he himself, at the end of his life, in the depths of the behemoth of a Mahall father-wandering, will suffer as the Tsar-helpless “you're as black as I am”... and Qobiz, the full-changing Angel of Destiny, the full-of-wisdom, is torturing his soul under the command” raise this spirit from the face of the earth, who has spent his life in vain”... the fairy of them for a moment confuses her mind like a ferris wheel, scares her soul...”

This is also the role and norm of this method, the application of the noun in the place where the work is encountered can lead to the crisis of the artistic work. So, any situation that opens the psyche of the hero can not be given from the language of the author, and also it is not right to give the author idiomatic sentences from the language of the hero. On this place it is permissible to jump to the following points:

“Many of us think that what the author wanted to say would be more interesting if the heroes spoke. This is a mistake. The sentence that the author should say is topshirish naughty to any of the heroes. In this case, the heroes become tusks, turning into a ravine of the car. And what the heroes have to say is that the author should take it upon himself and not speak the language of the third person”.

Apparently, in epic storytelling, the writer will have to approach with extreme diligence. So it turns out that we can not give all of the words that the hero feels, can not share with anyone, even through internal speech. In such cases, the use of epic storytelling skillfully becomes desirable.

In conclusion, the composition elements that make up the composition of the artistic work are also considered a means of directly revealing the author's artistic thinking. In addition to the appearance of the novel structure of artistic composers in the novel Isajon Sultan's novel “Ozod”, it is also important in the manifestation of the ideological and aesthetic aspects of the work.

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PROSPECTS FOR USE IN COOKING AND BREAD YEAST MUSHROOMS WITH MODERN TECHNOLOGY

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ABSTRACT

The article analyzes the research work carried out on the cultivation of Sacchar omyces cerevisiae - a yeast fungus (yeast). According to the results obtained, when cultivating yeast fungi, it is possible to use nutrient media prepared from the juices of various cereals and root crops containing starch. The economic efficiency of the modern method of cultivating baker's yeast on a nutrient medium prepared from the extract (juice) of Jerusalem artichoke (Helianthus tuberosus) has been established.

KEYWORDS: Yeast, Saccharomyces Cerevisiae, Beer, Baking, Winemaking, Yeast, Artichokes.

INTRODUCTION

Yeast is one of the oldest microorganisms widely used in various food industries, especially in distilling, brewing, baking, winemaking and so on. Their valuable biological properties underlie the development of many new biotechnologies and have a significant impact on their effectiveness [1].

An important role is played by a wide class of macromycetes, the genus *Saccharomyces*, which is widespread among yeasts, since all species cause strong fermentation of sugars followed by alcoholic fermentation. Yeasts of this species are single-celled oval-shaped microorganisms that reproduce without offspring (spawning) and also with the help of hereditary ascospores. There are other important representatives of yeast, for example, the genus *Schizosaccharomyces*, which reproduces in 4-8 numbers with the help of ascospores formed by division or reproduction of rod-shaped cells [2].

Saccharomyces pombe yeast is used in the fermentation industry in many countries around the world, especially in countries with hot climates, such as in Africa for brewing "Pombe" beer, which is very successful and in demand in the world market. The wide distribution of yeasts, which differ not only in classification criteria, but also in their properties, and a large number of their representatives require a special approach to their systematization.

The taxonomic characteristics of many yeasts, including *Saccharomyces*, served as the basis for the study of their genetic characteristics by scientists in many countries. In all classifications, the ability of yeast to ferment various sugars, such as galactose, sucrose, raffinose, maltose, etc., is traditionally a characteristic of *Saccharomyces* [3-4].

As for classical studies, in 1837 Meyen identified 3 types of yeast, the names of which are 1. *Sacch. cerevisiae* - from beer; 2. *Sak. vini* – from wine; 3. *Sak. Pomorum* - from cedar, that is, according to scattered sources.

In 1870, only spore-forming yeasts were introduced into the *Saccharomyces* [5] family.

From 1932 to 1942, the staff of the Dutch Pure Culture Museum made significant contributions to the classification of yeasts. Later, in 1952, research revealed the synonyms of a number of yeast cultures [6-8].

Yeasts used in the production of bakery products (mainly epiphytic microorganisms common on fruits, vegetables and vegetables) play an important role in nature, primarily in the rate of reproduction, growth rate, intensity and rate of fermentation [9].

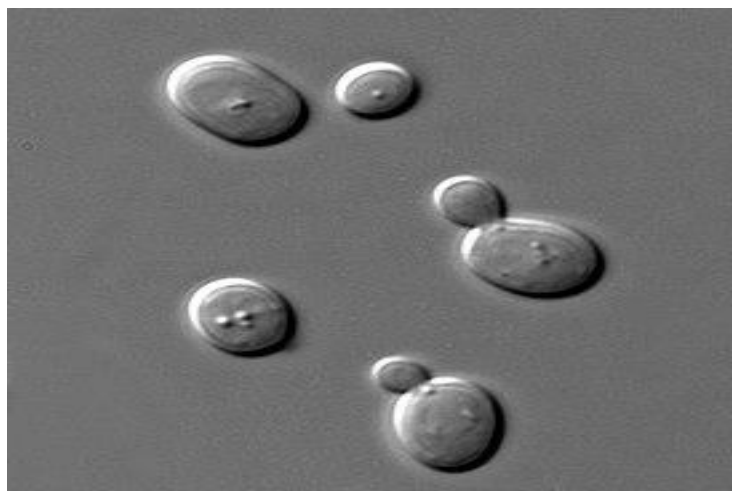


Figure 1. *Saccharomyces cerevisiae* - Appearance of yeast under a light microscope.

Saccharomyces cerevisiae is a macroscopic yeast of large oval shape, primarily adapted to increase the acidity of the dough and its acid-forming microflora of various composition.



Figure 2. *Saccharomyces cerevisiae* -Appearance of yeast in the electron microscope.

The main feature of these yeasts is that, in addition to morphological and physiological ones, the newly calling yeasts first ferment glucose, fructose, sucrose, maltose, then simple dextrins, polysaccharides, lactose, harder starch, and then no longer ferment fiber. They do not absorb food, ethyl alcohol, lactic acid, therefore, in case of food poisoning, the lysis of yeast cells with many of these substances has energy [10-11].

Varieties of yeast used in bakery production and their technological characteristics. A race is understood as separate types of microorganisms within a species, which differ from each other in secondary characteristics and may disappear with the instability of strains and growth in a new environment, but differ in their individual characteristics and in some cases are unique. Yeast strains, in particular, should have high growth rates and biosynthetic activity, which is especially important for multiphase cultivation techniques.

This also applies to the yeast used in bread baking, since it takes more time to make bread and bakery products from different types of flour (wheat, rye, corn, corn flour, etc.) and semi-finished products from them. This requires not only the total mass of yeast, but, most importantly, their enzymatic activity. The last factor is the main, decisive in the creation of technological regimes and methods, which is not only economic, but also technological in assessing the quality and quantity of the product. [12,13]

Methods and materials:

The first yeast factory was built in 1860, where yeast was produced by the "Viennese method". According to this technology, depending on the amount of used grain raw materials, about 9-10% of yeast biomass and 30% of alcohol were obtained.

The "Viennese method" for the production of bread yeast consists of the following operations: the nutrient medium is prepared from 30-35% dry whole malt and 70-65% from rye flour. 20% of the obtained water is added in the amount necessary to ensure the final density of the wort. After mixing the grain with water, the resulting mass is gradually heated to 50-55°C, the proteins are used for 1 hour for complete decomposition, after which the starch is affected by the addition of malt amylases (α - and β -amylases). After completion of saccharification and preliminary filtration, the nutrient liquid is cooled to 25–28°C, followed by the addition of a yeast mother culture [12].

In biotechnology, first of all, much attention is paid to plant raw materials that are acceptable for waste-free technology for the use of all parts of processed plants. Based on this, at the first stage of our study, we chose a potential substrate for yeast production.

In modern methods, yeast can be propagated in nutrient media prepared from beet molasses, rice flour, sweet potato root (*sweet potato*), and artichoke (*Helianthus tuberosus*) juice.

We are conducting experiments on the cultivation of *Saccharomyces cerevisiae* on a nutrient medium prepared from the extract (*juice*) of a perennial plant (*Helianthus tuberosus*), widely grown in our country.

Reproduction of yeast *Saccharomyces cerevisiae* on selected nutrient media, (million/ml)

Strains	Growing time, hour.					
	12		24		48	
	Jerusalem artichoke extract	Syrup (control)	Jerusalem artichoke extract	Syrup (control)	Jerusalem artichoke extract	Syrup (control)
I-2	12,5	11,8	13,4	13,7	9,5	6,8
2	17,3	15,8	18,8	17,0	16,9	14,5
K	10,7	18,2	12,8	12,5	11,0	9,4
N	19,0	17,2	17,5	17,0	17,6	16,1
I-1	14,4	10,2	15,3	13,7	12,1	10,3

As can be seen from the table, the yeast grows well on a nutrient medium prepared from artichoke (*Helianthus tuberosus*) extract for cultivating *Saccharomyces cerevisiae*. This was especially evident at the stages I-2, 2, I-1. This process is more efficient at a temperature of 28-30°C.

The use of Jerusalem artichoke (*Helianthus tuberosus*) extract in the production of yeast biomass is promising, as it can easily replace sugar cane and beet molasses and achieve economic efficiency. This meal is easy to prepare and economically inexpensive. By extracting the extract (juice) of Jerusalem artichoke (*Helianthus tuberosus*) in various combinations, it is possible to increase the yeast biomass to varying degrees.

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METHODS OF USING ENGINEERING GRAPHICS SOFTWARE IN THE PROCESS OF ORGANIZING INDEPENDENT EDUCATION OF STUDENTS

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ABSTRACT

The article is designed to develop methods of using engineering graphics software in the organization of the Independent Education of students of professional educational institutions. The article, based on empirical research, is aimed at the Independent Education of the students of professional educational institutions from the e-learning resources in the process of organization, in particular, the individual performance of tasks in the example of the Compass 3D program and the development of their professional competence in the integrated educational environment through it. In this regard, training sessions for students in Termez city vocational school on the use of these engineering graphic programs were organized, and in the process, the students were divided into experimental and control groups. The indicators of their mastering were analysed using mathematical statistical methods.

KEYWORDS: *Engineering Graphics Software, Empirical Research, Competence, Integration, Mathematical Statistics.*

INTRODUCTION

Currently, the process of vocational education, based on innovative engineering programs, is a very important factor in the life of mankind. The use of e-learning in the learning process improves the quality of education and makes it better (Olga V. Yanuschik, Elena G. Pakhomova and Khongorzul Batbold, 2015) [1]. The use of e-learning in the learning process provides educational effectiveness. Therefore, in various conflicting situations in the socio-economic spheres of human life, professional compensation plays a key role in making the most decisive decisions. The main task of this educational process is the training of specialists with professional knowledge, skills, and the ability to apply modern information technologies in the educational and production process (Kuysinov O.A., 2021) [2].

It is no secret to anyone that in most of the countries of the world, there are various obstacles to the development of the professional education process; therefore, due to the high level of professional education in our country today, the issue of creating an educational environment in which educational institutions develop the integration of students engineering graphics programs and information technology with (Olim Mengliboy o'g'li Alimnazarov, Yigitali Jummayevich Shamayev, 2022) [3]. This integrated learning environment shows that the practical applications studied by the students are associated with their future scientific activity in the field of

technology and construction and their prospects in society, as well as the necessity of training a competitive person in the process of obtaining quality education (Qo'ysinov O.A., Alimnazarov O.M., 2022) [4]. Therefore, today in our country, there is a rapid development of the educational environment due to the rise in the level of professional education, which will lay the foundation for independent study and success of their chosen professions.

The educational process, along with information, reflects the main task of innovative education in the formation of special compensations aimed at the ability to apply professional knowledge and skills in students and in the development of their skills in future professional activities (Kuysinov O.A., Abduraimov Sh.S., Mamamtov D.N., Zaripov Z.R. and Abduraimova G., 2022) [5]. First, we should pay attention to the fact that we cannot introduce it into practice without a clear understanding of the new type of education, that is, the processes of effective use of the electronic environment to listeners and students. If this process is used purposefully, it can improve the quality of the training process (Luiz Miguel Renda dos Santos and Shintaro Okazaki, 2015) [6]. The increasing social and economic importance of the educational process in the quality of strategic education is the creation of a digital educational environment in the development of the individual, society and the state (Parupalli Srinivas Rao, 2019) [7]. Life is an unstoppable process towards technology and an electronic government that has all the different components. Electronic education helps elevate the nation and develop the country (Mazen Ismaeel Ghareb and Saman Ali Mohammed, 2015). [8]

The aim of the study is to contribute to the research activities on the development of motivation in students through the introduction of independent education into practice using engineering graphics programs in the process of professional education. An example of the use of Compass 3D software in solving the existing problem in the field of research is the development of strategic directions in the organization of independent education of students of professional educational institutions, as well as increasing the effectiveness of the educational process using engineering graphics programs and pedagogical information technologies. The objectives of the study are to analyse the existing problems in the independent learning process by organizing training sessions using Compass 3D software to ensure the effectiveness of the research work and to compare the results.

The scientific novelty of the study is that it is determined by the empirical research framework in which the study is oriented towards practice.

An important aspect of the study is the increasing social and economic importance of the educational process in the quality of strategic education, together with the establishment of a digital learning environment in the development of the individual, society and the state.

Experimental research work was carried out with the aim of testing the data and practical process observation results as a result of the study of theoretical and practical sources relevant to the problem of the study in an experimental setting. Additionally, in the course of the empirical research work, the following were done:

- The pedagogical opportunities for the development of work compensation with engineering programs of students of Termez city vocational school were investigated;
- The practical significance of the theoretical results obtained in the course of the conducted empirical research work was studied and compared;

- For the research work, a specially organized learning process was observed, analysed, identified and eliminated shortcomings, and students' performance with an engineering graphics program was developed as a base competency.

In achieving the objectives pursued by the research process, the following main objectives were identified and implemented:

- 1) to determine the content of the conducted research work and prepare the research program in accordance with it and develop an alternative solution for their experimental experience: training sessions in the Control and Experience groups on the organization of the independent educational process were organized on the example of using the Compass 3Dprogram in Termez city vocational school;
- 2) Using the Compass 3Dprogram in Termez city vocational school, the methodical provision of development of students' competency in working with educational information was created to further enrich theoretical knowledge and practical skills in teachers;
- 3) The tasks of developing a method of effective use in the educational process independent of the Compass 3Dprogram have been defined;
- 4) On the basis of the methodological provision developed by our city vocational school, the development of students' performance compensation with engineering graphics programs was determined through mathematical statistical methods, and the content of the research work as well as the final conclusions were developed, confirming that the ideas put forward were effective and substantiated.

To introduce this research work into practice, training sessions were observed in Termez city vocational school with the aim of effectively using Compass 3D software in the process of independent learning. Question-answer, questionnaire, and interview were conducted with the respondent teachers. The students were protected by presentation of the independent learning assignments that they performed on a theoretical and practical basis.

Methodology

Research design and instruments

In the process of organizing independent education in professional educational institutions with the introduction of pedagogical and information technologies, we analysed the effectiveness of students' acquisition of knowledge using theoretical and empirical research techniques. Empirical research consists of developing the necessary practical proposals and recommendations on the basis of generalization, analysing the empirical data obtained on the phenomena and processes of social life on a practical basis with new programs and methods.

Empirical (concrete) research techniques are studied as follows:

- The most common scientific method of scientific knowledge (conscious practical and theoretical activity);
- General scientific methods on the empirical level of scientific knowledge;
- General scientific methods on the theoretical level of scientific knowledge.

In the process of carrying out practical research, preliminary empirical data are collected using specific research techniques, which include the following:

Survey method – The convenience of this method is manifested in the fact that the observation and experimental techniques of the study can only be used by teachers in the educational process, while the survey method can also involve short-term trained assistants in conducting the research and with their help cover a large number of respondents.

Discussion – method through dialogueue-this will serve to strengthen the knowledge of students on the basis of the task given by question and answer;

Presentation – this is a method that allows students to determine the level of speech and professional knowledge;

Statistics – to achieve reliable accurate results using mathematical statistical techniques for the processing, proof of analysed data.

The empirical research method is the means of obtaining information and data about an object and processing them in the primary way. Empirical data will then be included in the scope of the theoretical study.

The explanation of the information entering into the theoretical research circle leads to the development of their worldview, that is, the development of the law or principle, the technological invention.

Observation as a method of empirical research:

- obtaining primary information and information about properties, signs and structures that can be perceived (observed) by objects;
- create a clear picture of the object;
- performs resource delivery tasks for theoretical analysis.

One of the global tasks of innovative development in the world is the competence of creativity and the enthusiasm for creating new ideas as a result of the professionalism of students around the world, including creativity in humans, as well as the creative approach to professional activity, the ability to make rational decisions and the result of professional competence (Z.K.Ismailova, Sh.U.Nurullaeva, N.N.Karimova and T.Y.Abzairov, 2021) [9]. The main task of integrated education is reflected in the formation of special compensations aimed at the ability to apply professional knowledge, skills in students and the development of their skills in future professional activities (Kuysinov O.A., 2018) [10].

The effective organization of the process of developing students' competency in working with graphic software is interrelated with the chosen concessions, conditions, and the components of targeted, conceptual, process-oriented and result – analysis are as follows:

Target components. Orientation towards the formation of work compensation with engineering graphics programs through the effective organization of students' educational activities. The targeted component focuses on the formation of engineering graphics program performance compensation through the effective organization of students' learning activities.

Conceptual components. The stages of development of the competency of students of Termez city vocational school for work with engineering graphics programs are considered – the stages of development of the competency – based on the principles of competency, personality – oriented, integrated, systematic-active approaches and adaptability, interrelationships with

practice, naturalness, interpretation, and development of the competency of students for work with engineering graphics programs.

In the course of the study, the technology for the development of students' engineering graphics program performance competency was developed with the aim of introducing advanced ideas into practice, and the technology was carried out in motivational, cognitive, creative and process-oriented stages:

Motivational stage. Ability arises through creativity as a variety of human activities as one of the special productive human qualities in processes that are not regulated by nature and serves as a direction of enriching the creative potential and levels of the individual (Abduvalieva Dilsora Nodirjon Kizi, 2021) [11].

With the rapid growth of the use of information communication technology among students and teachers, professional education programs, such as other educational institutions, indicate the need to integrate and support the development of digital skills (Stefen Wild and Lydia Schulze Heuling, 2020) [12].

The use of practical applications in innovation and technical education in ensuring the readiness of students for engineering activities in this process indicates the relevance of the development of modern teaching technologies and methodologies (B.Dj.Ulugov and Sh.U.Kasimov, 2021) [13].

The objective of the motivational phase of developing performance competency in engineering graphics programs in students is to guide the development of the need for data analysis in the course of educational activities. In particular, depending on the direction of the specialty, the various disciplines taught for them can also be applied in informatics, engineering graphics, computer design and other sciences. To learn Compass 3D software, students will first be required to have the skills to create 3D models. However, even if there are no such skills, then with the help of this program, there will be no serious obstacles in the work of 3D design. Engineering graphics software has a standard graphical interface that is integrated with many Windows operating systems, which significantly reduces application learning time and is thus an easy-to-use engineering graphics software (V́ctor Revilla-Cuesta, Marta Skaf, Juan M. Manso and Vanesa Ortega-Ĺpez, 2020) [14].

To demonstrate the relevance of information acquisition as a learning material to practice on the basis of understanding the importance of information acquisition in teaching activities and vital activities of students, using Compass 3Dsoftware, we will demonstrate the following function:

About the project

Organization	Termez Engineering and Technology Institute
Author	Alimnazarov Olim
Current application	APM FEM Compass 3D

The APM FEM Analysis Unit is combined with Compass 3Dsoftware to perform static frequency, bending, and thermal analysis, in which the work is performed as follows:

1. Enable Compass 3Dsoftware
2. In the 3D model mode, we build a three-dimensional spatial model of the Bolt combination detail and its assembly unit from the "Сборка". Since the objects under consideration are considered to have a simple configuration, it is considered convenient to use Figure 1.

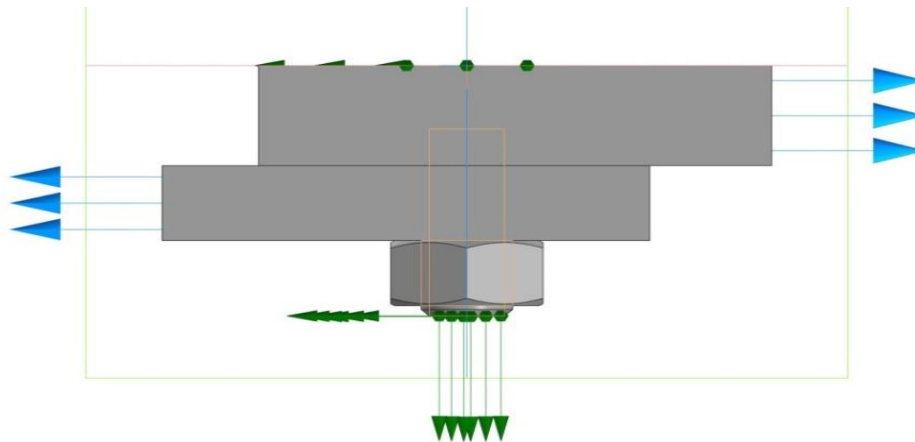


Figure 1. Bolt combination detail and three-dimensional model of its assembly unit

- The next step is to select the material from the library of the “Управление” section of the Compass 3Dprogram. There is a wide range of different materials that the program offers, among which we select the material according to the design details of the assembly unit.

We select the materials of the design details folding unit steel. The characteristics of the materials selected for the assembly unit are given in Tables 1 and 2.

TABLE 1. BOLT COMBINATION DETAIL MATERIAL PARAMETERS

Material	Type
Constant voltage [MPa]	235
Normal voltage module [MPa]	200000
Coefficient	0,3
Density [kg/m ³]	7800
Linear temperature growth coefficient	0,000012
Consistency in compression [MPa]	410
Stretch endurance limit [MPa]	209
Resistance limit in torsion [MPa]	139

TABLE 2. MATERIAL LOADING INFORMATION

Name	Loading parameters
Distributed power [N/m]	Power vektori: X = 0; Y = 0; Z = - 300 Price: 300 N
Distributed power [N/m]	Power vektori: X = 0; Y =0; Z = 200 Price: 200 N

- Comparison of parameters and results in the network of finite elements

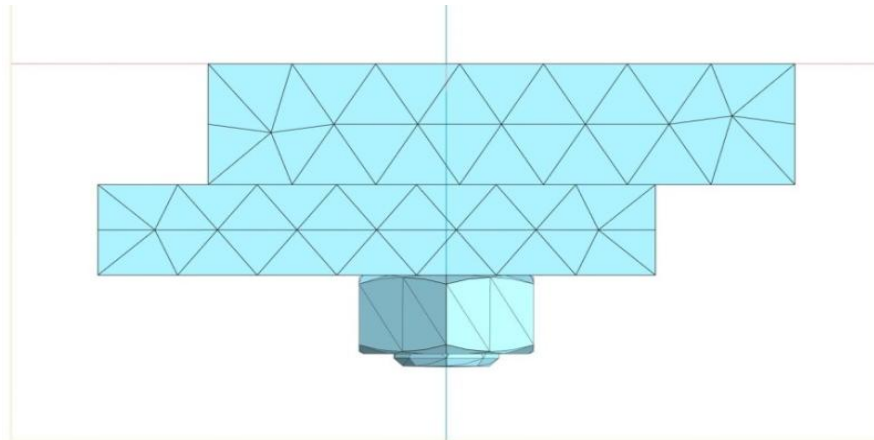


Figure 2. Limited set of elements

TABLE 3.COMPARISON OF PARAMETERS AND RESULTS

Name	Results
Type of elements	10 knotted tetraedra
Maximum side length of the element [mm]	5
Maximum thickening coefficient on the surface	1
Coefficient of volume distribution	1,5
Limited number of elements	1304
Number of nodes	2816

5. The static calculation results are shown in Table 4 and 5.

TABLE 4. INERTIAL CHARACTERISTICS OF THE MODEL

Name	Results
Model mass [kg]	0.089368
Model weight Center [m]	(0.007319; -0; -0.000184)
Inertial moments relative to the center of mass of the model [kg*m ²]	(0.000013; 0.000011; 0.000006)
Reaction moment relative to the center of mass [N*m]	(-0.00102; 1.752547; -0.000745)
General reaction of the supports [N]	(0; -0; 100.000008)
Absolute reaction price [N]	100.000008
Absolute torque value [N*m]	1.752548

TABLE 5. STATIC CALCULATION RESULTS

Name	Type	Minimum value	Maximum value
Equivalent on Mizesu kuchlanish	SVM [MPa]	0.039305	9.786724
General linear wiper	USUM [mm]	0	0.000321
Reserve coefficient		10	10

6. The results of the calculation of Priority Figures 3, 4, 5, 6, 7, and 8 are presented in Tables 6 and 7.

TABLE 6. RESULTS OF THE CALCULATION OF PRIORITY

N	Reserve coefficient in loss of priority
1	0,000305

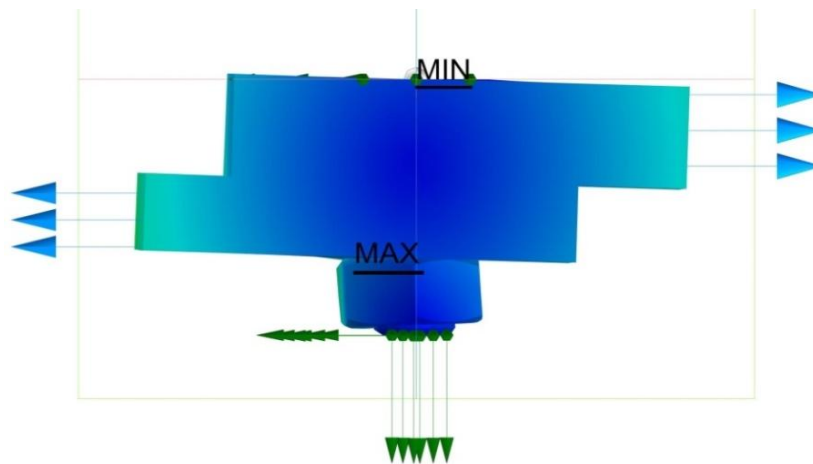


Figure 3. The form in the loss of the first priority

TABLE 7. RESULTS OF THE CALCULATION OF THE PRIVATE FREQUENCY

N	Frequency [rad/sec]	Frequency [Hz]
1	67982.736762	10819.788601
2	92859.66284	14779.074355
3	101061.74306	16084.475966
4	162543.459779	25869.595091
5	196327.912086	31246.557675

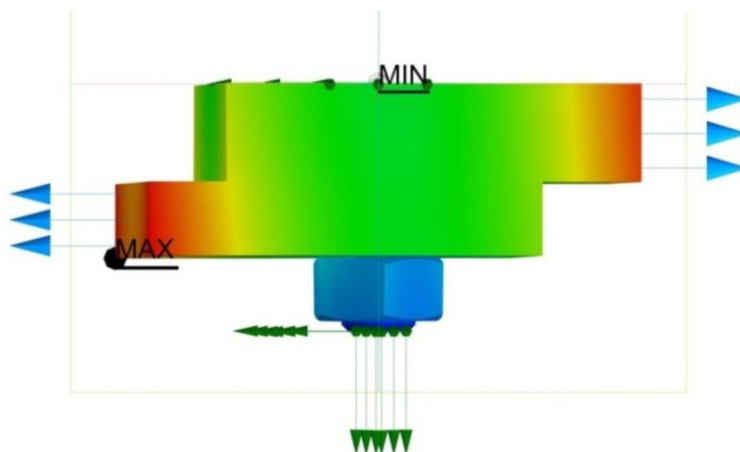


Figure 4. First private swing form

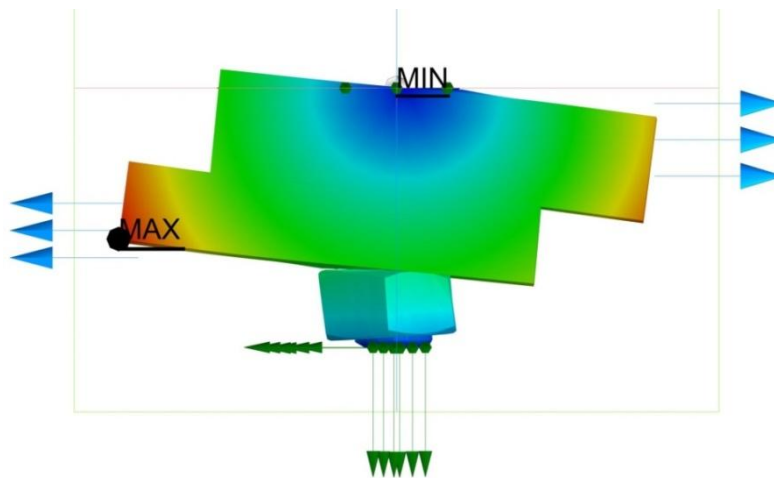


Figure 5. Second private swing form

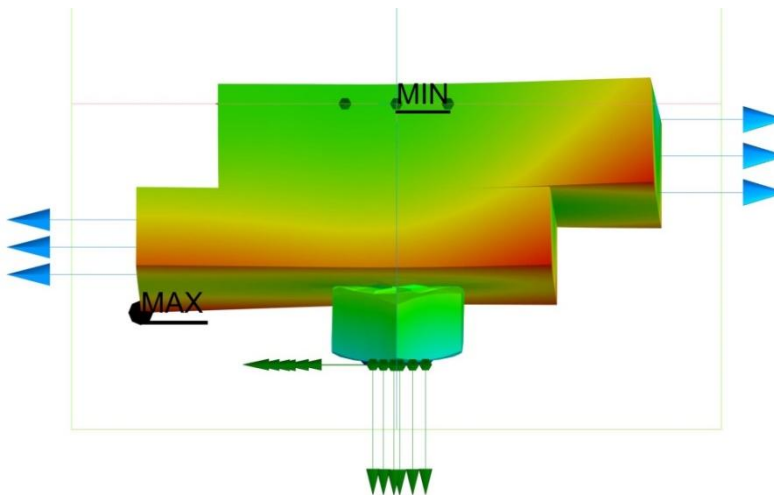


Figure 6. Third private swing form

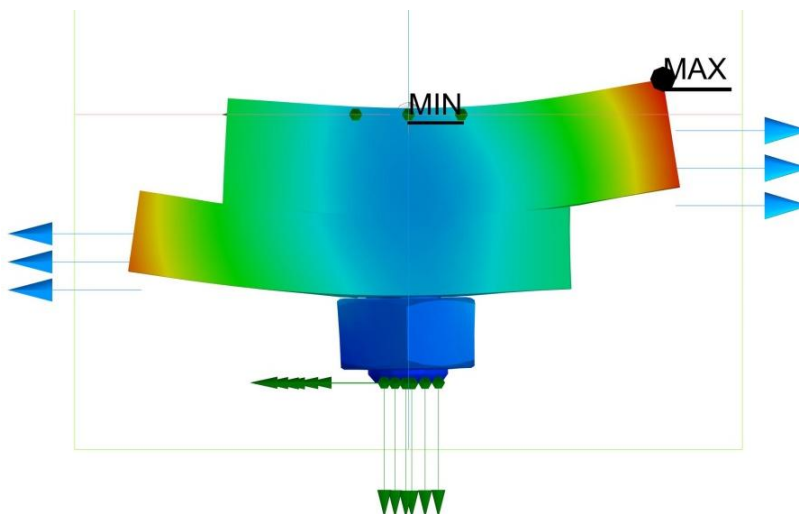


Figure 7. Fourth private swing form

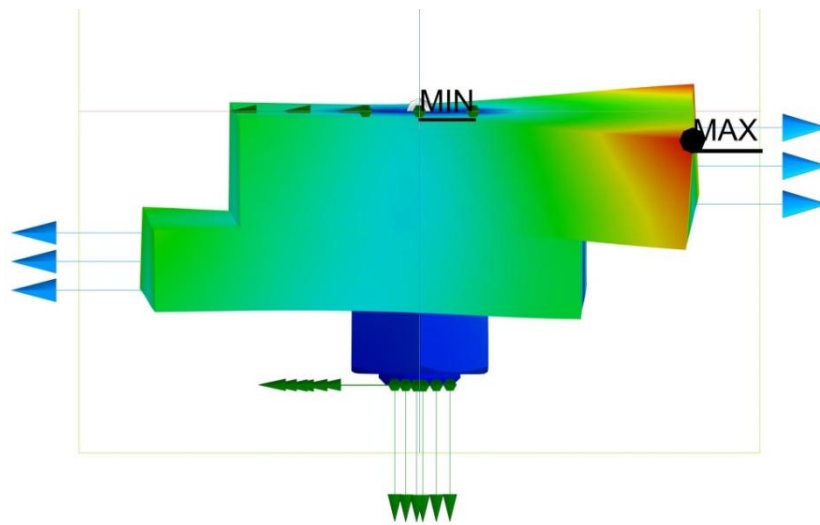


Figure 8. Fifth private swing form

Integration based on the student's knowledge and personal experience competence is considered professional and personal quality and is an expression of the creative side nature. The composition of the student's compensation includes cognitive, mineral, technological, communicative, reasoning and innovative. As part of the reader's competence, we can show individual, motivational, interactive, normative and evaluative elements (Иванова Любовь Викторовна, 2014) [15].

Cognitive stage. At this stage, it is important to ensure that students' performance with engineering graphics software is consistent with the level of continuous contemporary requirements of competence. It is necessary for students to be fully aware of the activities and activities associated with modernity in the process of integrated education.

Creative stage. The ability to apply the acquired information in the process of independent education, to solve problems, to assess situations and to put forward the necessary ideas requires creativity from educators. The factors that make students' creative approach to the process of working with engineering graphics software are as follows:

- individual characteristics of the individual: the ability to assess unusual (nonstandard) and uncertain situations, adapt and choose the optimal options; the ability to find an unusual or unusual solution to problems; the ability to have their own independent worldview;
- environment of creativity: a constant environment that creates conditions for a creative approach, and various factors that serve to create this environment; influences that create situations that create the effect of "adrenaline".

Process stage. The main objective of the independent educational process, based on the competency approach, is to prepare students for the conscious use of the information they have acquired in their life activities in accordance with the requirements of integrated education and to reflect on the results of the development of the student's work with engineering graphics programs.

Data analysis

This means that in the organization of independent education under the leadership of the teacher, the educational process will be as effective as the one established as a holistic system in each group and in the extracurricular activities. However, in carrying out these works, it is necessary to take into account the capabilities of each student (R.K.Choriev, R.Kh.Usarov, M.A.Sattorova, N.E.Abdiev and N.R.Pulatova, 2021) [16].

Vocational schools prepare their students for the formation of technical competences related to technical sciences, as well as multidisciplinary digital competences, and in the process for various difficulties (Michael Roll and Dirk Ifenthaler, 2021) [17]. The scientific novelty of the results is that to increase the effectiveness of the independent educational process of students of professional educational institutions, we conducted experimental research at the Termez city Vocational School of the Surkhandarya region as an example. In the course of the study, 54 students were included in the experimental group of respondents and 54 in the control group. To increase the effectiveness of the independent educational process of students of professional educational institutions, an empirical study was organized. At the meeting of the Department of General Science of the Termez Institute of engineering and technology, the procedure for participation in the experimental – test work of the first-stage students of the Termez city vocational school was considered and discussed. The procedure for discussion, the results of the proposals and decisions given were noted at the meeting (Note No. 12 of March 2022). It was found that the trainers had various difficulties in interpreting, implementing and evaluating their skills. Trainers are often considered worthy of training different groups of students, even if they do not have in-depth knowledge of the competences (Bronwyn Ewing, 2017) [18].

Results

Preliminary analysis and latent profile analysis

To solve the existing problem on the basis of the studies, we organized a training session on the example of using the Compass 3D program for students of the Termez city vocational school. This is the development of strategic directions in the organization of independent education of students of professional educational institutions, through which the effectiveness of the educational process is enhanced by the use of pedagogical and information technologies.

The success of the research work is determined by determining the level of effectiveness of the previously proposed pedagogical ideas in their practical activities. In the above empirical research work, mathematical statistical methods were used to determine the effectiveness of the results obtained and to prove the ideas put forward as well as to process the results of the experiment. One of the methods of Mathematical Statistics Student statistics was used in carrying out the work carried out in our research work. For the purpose of comparing the assessment of the experimental and control groups, the mean value of the assessment evaluation in Group (1) is taken as follows:

$$\bar{X} = \sum_{i=1}^N \frac{X_i}{N} \quad (1)$$

The following mathematical statistical formulas were used in the analysis of experimental and test cases in four stages:

The first stage. (2) and (3) indicators for determining average values.

$$\bar{X}_\tau = \sum_i^N \frac{X_i m_i}{N} \quad (2)$$

$$\bar{X}_\sigma = \sum_i^N \frac{X_i m_i}{N} \quad (3)$$

Here, X_i – is the indicator of assimilation (value of evaluation), and they accept 3 (satisfactory), 4 (good), and 5 (excellent) values. m_i – number of repetitions in the evaluation, N – the number of respondents who participated in the experiment.

(4) and (5) represent selective dispersion in experimental and test cases.

$$S_\tau^2 = \sum_i^N \frac{m_i (X_i - \bar{X}_\tau)^2}{N} \quad (4)$$

$$S_\sigma^2 = \sum_i^N \frac{m_i (X_i - \bar{X}_\sigma)^2}{N} \quad (5)$$

The second stage. (6) The mean value that evaluates the effectiveness of the learning process is the ratio of the mean arithmetic values of the experience and control group assessments, i.e., the coefficient of efficiency.

$$\eta = \frac{\bar{X}_\tau}{\bar{X}_\sigma} \quad (6)$$

Here, \bar{X}_τ – is the average arithmetic value of the experimental group estimates, and \bar{X}_σ – is the average arithmetic value of the mastering evaluation in the control group.

The third stage. (7) and (8), the unknown middle values of the head bundles are confidence intervals for a_τ and a_σ :

$$a_\tau = \left[\bar{X}_\tau - \frac{t}{\sqrt{N_\tau}} \cdot S_\tau; \quad \bar{X}_\tau + \frac{t}{\sqrt{N_\tau}} \cdot S_\tau \right] \quad (7)$$

$$a_\sigma = \left[\bar{X}_\sigma - \frac{t}{\sqrt{N_\sigma}} \cdot S_\sigma; \quad \bar{X}_\sigma + \frac{t}{\sqrt{N_\sigma}} \cdot S_\sigma \right] \quad (8)$$

Here: t – the probability of confidence in the normalized deviation is determined on the basis of β . For example, if we take $\beta=0,95$, then $t=1,96$.

The fourth stage. Hypothesis (9) on the equality of the mean values was taken as counterhypothesis (10).

$$H_0: a_\tau = a_\sigma \quad (9)$$

$$H: a_\tau \neq a_\sigma \quad (10)$$

We will examine the above hypothesis through Student statistics (11).

$$T = \frac{|\bar{X}_\tau - \bar{X}_\sigma|}{\sqrt{\frac{S_\tau^2}{N_\tau} + \frac{S_\sigma^2}{N_\sigma}}} \quad (11)$$

If we adjust the points to the Student statistics, then $T > T_{0,95}(k)$, then H is accepted, otherwise H_0 is accepted. The tentative criterion here is the degree of freedom. To calculate it, the following (12) formula was used:

$$k = \frac{\left(\frac{S_\tau^2}{N_\tau} + \frac{S_\sigma^2}{N_\sigma}\right)^2}{\frac{\left(\frac{S_\tau^2}{N_\tau}\right)^2}{N_\tau - 1} + \frac{\left(\frac{S_\sigma^2}{N_\sigma}\right)^2}{N_\sigma - 1}} \quad (12)$$

Now, we will analyse the results obtained above based on the results obtained before the training session and the results obtained at the end of the training session. According to the results of the analysis of theoretical knowledge about the development of the competence of teachers working with engineering graphics programs, as well as the experience and control groups, the average value of the results showed the following results:

$$\bar{X}_\tau = \frac{[18 \cdot 5 + 17 \cdot 4 + 19 \cdot 3]}{54} = \frac{90 + 68 + 57}{54} = 3,98$$

$$\bar{X}_\sigma = \frac{[12 \cdot 5 + 14 \cdot 4 + 28 \cdot 3]}{54} = \frac{60 + 56 + 84}{54} = 3,7$$

Coefficient of effect:

$$\eta = \frac{3,98}{3,7} = 1,08$$

Selective dispersion of teachers' results in experimental and control groups:

$$S_\tau^2 = \frac{[18(5-3,98)^2 + 17(4-3,98)^2 + 19(3-3,98)^2]}{54} = 0,69$$

$$S_\tau = \sqrt{0,69} = 0,83$$

$$S_\sigma^2 = \frac{[12(5-3,7)^2 + 14(4-3,7)^2 + 28(3-3,7)^2]}{54} = 0,65$$

$$S_\sigma = \sqrt{0,65} = 0,8$$

Confidence intervals of teachers in the experimental and control groups:

$$a_\tau = \bar{X}_\tau - \frac{t}{\sqrt{N_\tau}} \cdot S_\tau = 3,98 - \frac{1,96 \cdot 0,83}{\sqrt{54}} = 3,76$$

$$a_\tau = \bar{X}_\tau + \frac{t}{\sqrt{N_\tau}} \cdot S_\tau = 3,98 + \frac{1,96 \cdot 0,83}{\sqrt{54}} = 4,2$$

$$a_{\sigma} = \bar{X}_{\sigma} - \frac{t}{\sqrt{N_{\sigma}}} \cdot S_{\sigma} = 3,7 - \frac{1,96 \cdot 0,8}{\sqrt{54}} = 3,49$$

$$a_{\sigma} = \bar{X}_{\sigma} + \frac{t}{\sqrt{N_{\sigma}}} \cdot S_{\sigma} = 3,7 + \frac{1,96 \cdot 0,8}{\sqrt{54}} = 3,91$$

EMP empirical value and degree of freedom of Odent statistics:

$$T = \frac{|3,98 - 3,7|}{\sqrt{\frac{0,69}{54} + \frac{0,65}{54}}} = 2,15$$

$$k = \frac{\left(\frac{0,69}{54} + \frac{0,65}{54}\right)^2}{\frac{\left(\frac{0,69}{54}\right)^2}{53} + \frac{\left(\frac{0,65}{54}\right)^2}{53}} = 106$$

According to these results, $T_{crit}(0,05;106) = 1,96$ equal. Hence, hypothesis H is accepted as $T_{crit} = 1,96 < T = 2,15$ according to the results obtained in the experiment. Hypothesis H is accepted because the assimilation of the students of the experimental and control groups is equal to 1.14, $T_{crit} < T$. The results therefore showed a 14% higher rate in the experimental group than in the control group.

DISCUSSION

General discussion

In the new professional educational institutions, many changes were made due to the content, number and quality of education and the reform of educational programs and technologies. The implementation of these tasks will ensure a positive solution to the issues of development of the economy, reduction of poverty, and finding a worthy place in the life of young people, as a result of which the issues of increasing the welfare of our people will be solved. In this process, cooperation relations between professional educational institutions and higher education institutions have been systematically established, and the objectives and priorities of modern professional education system restoration and the new mission of the sphere have been defined.

It was checked that vocational education, which was conducted before the introduction of higher education, correlates graduates with cognitive abilities and personal characteristics. The results show that the results of the formative entrance test cannot accurately determine the students when they leave their first year of study, and accordingly, the link between cognitive abilities and personal characteristics does not matter at all. Consequently, both for the students and for the vocational education, it is important that the students are not properly informed about whether their skills and personal qualities correspond to the required skills and personal characteristics of the program (Chris Van Klaveren, Martijn Meeter and Irene Eegdeman, 2018). [19] To foster the institutional capacity to control learning within the framework of joint activities, experiments have shown the need to involve mentors and students in professional pedagogy, as well as jointly develop guidelines for supervision and control. The experience of the development of dialogue between partners has revealed the need to establish a government-supported Cooperation Center on the policy of encouraging feedback and involvement in vocational education to the participants in the partnership (Dinavence Arinaitwe, 2021) [20].

At present, the teachers of the Department of General Sciences of the Termez engineering and Technology Institute organized training sessions for the students studying at the Termez city vocational school to organize an independent educational process using engineering graphics programs. In the course of the training session, the indicators of achievement were analysed by the students using the methods of empirical research and mathematical statistics. For the example of the use of Compass 3D software for the experimental and control groups in the research processes, using the Student statistics of their mastering performance, the results were compared, and positive results were obtained in the independent learning process.

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THE EMERGENCE AND EVOLUTION OF WOMEN'S SYMBOLS

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ABSTRACT

This article explores the views of the ancient cult of the female cult in shamanism, totemism, animism, and Zoroastrianism. The article analyzes the initial notions of female symbols, their genesis and evolution on the basis of ethnographic materials. The women who visited the tombs of the saints, wishing for children, slowly clicked on the horn, believing that if ants fell on the sacred tomb of the saint, the woman would have a child. That is why, like other ethnic groups in the world, the traditional way of life of the peoples of Central Asia is formed by different views and customs related to the human body.

KEYWORDS: *Female Cult, Animism, Shamanism, Zoroastrianism, Totemism, Umayyad Mother, Anbar Mother, Grandmothers, Islam.*

INTRODUCTION

The peoples of the world have had different religious beliefs and views since the beginning of time. The diversity of these religious views is due to the location of the regions, the way of life and worldview of the population. The natural environment played an important role in the emergence and development of early religious beliefs. The first religious ideas appeared in the Late Paleolithic period (40-12 thousand years BC) [1, p. 179]. Such religious views include totemism, animism, magic, fetishism, and shamanism.

About eight thousand years ago, farming with ketmon was the main type of production activity. The dependence of the peasant on natural phenomena and the leading role of the woman were the main features of that period, which were reflected in the religious views of the people.

In the Turks, waterfowl were considered mediators between different parts of the universe - heaven, earth and water. The shaman's headdress (2nd century BC - 1st century AD) found in a crow was adorned with goose and swan feathers. In Kyrgyzstan, a flock of waterfowl (perhaps geese) is carved into the rocks around Lake Son. In the legends of the Kazakh and Kyrgyz peoples, the holy Umayyad is depicted as a bird. The strong historical ties of the Finno-Ugric peoples with the ancient Turkic tribes are reflected in the fact that both peoples consider the same birds sacred.

Popular artisans try to express the pomegranate tree as a symbol of blessing and abundance in the process of weaving it into fabric. As for the mulberry tree, its sanctification began in China because of its great importance in silk production.

In recent years, namatak has been celebrated in several districts of Tajikistan: on New Year's Eve, a host hangs a namatak garden on the ceiling. They believe that this will allow them to reap a bountiful harvest next year. In pre-Islamic times, childless women in Khorezm soaked their bodies in tree water in hopes of having children. Thus, the worship of animals and plants goes back thousands of years.

The horns hanging in Islamic shrines can be seen as remnants of ancient religious beliefs adopted by the new religion. The women who visited the tombs of the saints, wishing for children, slowly clicked on the horn, believing that if ants fell on the sacred tomb of the saint, the woman would have a child. In archaic cultures, the basis of femininity embodied vitality and took on a sacred status. The female is always compared to the uterus of the earth, affecting the fertility of the soil. In Indian mythology, the basis of femininity is associated with activism, that is, the image of a woman is considered as a creative force. For example, the wife of the Supreme Lord Shiva is the embodiment of devotion and passion for the earth, a destructive and creative force [2, p. 7].

Opinions and taboos about women are found in all religions of the world, for example, in Christianity, women are the first creatures to be cursed. In addition, the Avesto contains considerable considerations on marriage, avoiding haste in choosing an honest partner, and listening to the advice of parents and elders [3, p. 24]. There are also traditions of respect for women's rights, the inviolability and stability of the family, the duty of parents to their children, the duty of children to their parents, the preparation of children for marriage, and many other traditions. Opinions are expressed in [4, p. 56].

The Zoroastrian family was considered the lowest unit of society. At the head of the family was the father, the founder of the family. He was called nmanopati - "chief, housekeeper". His wife or the eldest wife of the family, Nmanopat, was standing next to him. According to Zoroastrian tradition, the householder is the religious leader and family judge, and is called "ratu" in the Avesta. This role of the patriarch was called "nmanya" and was considered to control the observance of religious instructions by all members of the family. The term nmanya is also used to describe good spirits who keep the peace of the family and its members.

So far, we have talked about the fundamentals of the universe and their role. Now, a word about the evil foundations of the universe that oppose the creations of Ahura Mazda. At the root of evil is Ahriman - Ahra Mainyu - Anghramaynyu, who thinks only of evil. He is the opposite of Ahura Mazda. Ahriman responds to every good with the opposite of evil: Arta (truth) - Drauga (lie), Light (Rau-chax) - darkness (tarik), good-evil. Drauga (standing) is portrayed as a woman who causes "false" evil. Among the evils of Ahriman, Nasu is a symbol of death and evil. The giants play a key role in the end of the war. These are the ancient gods that Zoroaster denied. For example, Araska is a giant of envy, Zarvan is a disease of old age, Varena is greed, Azy is greed, apausha is a giant of drought, and Bushyasta is a giant of laziness. , it distracts a person from his actions in the way of goodness and religion, Ayshma is a giant of anger, he incites a person to evil intentions. Opponents of Zoroastrianism are among the Ahriman warriors.

Archaic views on women are reflected in Taoism, an ancient Chinese philosophical teaching. According to this teaching, man has two souls, one of which is the diet (the basis of masculinity belongs to the soul and controls the soul), and the other is the po (the basis of the woman belongs to the soul and controls the body). -di). When a person dies, the diet flies to the sky, and the po enters the depths of the earth [5, p. 89].

In ancient times, the image of a woman was compared to various elements of nature. Most of these elements are water, earth, trees, and various fruits. For example, according to VN Basilov, in the Uzbek imagination of the Fergana Valley, water, like other elements and humans, had its own sex. For example, "white water" is male water, and "black water" is female water [6, p. 28]. It should be noted that the people of the Fergana Valley understood "white water" as water from the mountains, and "black water" as water from rain and snow [7]. The comparison of water to a woman is common in other nations of the world. For example, the ancient Chinese compared a woman to water and the mother's womb to a well [8, p. 28].

It has long been known that the human body performs a specific function, but also contains many figurative symbols and various archaic ideas. That is why, like other ethnic groups in the world, the traditional way of life of the peoples of Central Asia is formed by different views and customs related to the human body. Parts of the human body, such as the arms, legs, head, hair, mouth, eyes, bones, and liver, are symbolic.

Hair has a special place in the human body. Hair and folk beliefs go back to ancient times. Because hair has always been valued in all nations of the world [9]. Hair views are reflected in all stages of human life: infancy, adolescence and old age, or in all family traditions: circumcision, marriage and mourning. For example, among the Uzbeks of the Fergana Valley, getting the baby's first "belly hair" has become a big celebration. Our ancestors imagined that "hair is the embodiment of human life, power and magic." Fearing that they would not be able to remove the baby's belly hair, they cut it down for our rich, large, elderly mothers and carefully buried it under a fruit tree. In Tajikistan, too, a child's first hair is carefully wrapped in a cloth and hung on a branch of a fruit tree (so that the baby can bear the same fruit). It is possible to see the connection between the concept of soul and human hair, as well as the elements of fertility by burying hair under a fruit tree [10, p. 63].

In many parts of the world, hair color has long had a special meaning. Hair color played an important role in revealing the meaning of the symbols. For example, dark brown hair is a symbol of uncertainty and energy, while golden hair is associated with the sun. It should be noted that in many European nations, brown hair is compared to Judas and is a sign of betrayal. White hair is considered a symbol of glory in most ethnic groups, while black hair is associated with night [11, p. 113].

The fact that hair braids have different meanings in connection with family life and everyday life is still preserved to some extent. In the transition of girls from a certain age group to another, that is, from youth to virginity, from virginity to womanhood - youth, then to middle age and finally to old age. The order of haircuts was kept for each of them, and at the same time he showed his age. For example, forty kokil was a symbol of puberty, but it was also a sign of celibacy. Therefore, in Uzbekistan, only unmarried girls have their hair cut in forty braids, while married women have never braided their hair in forty braids.

Another ceremonial attribute of the shamans of the Fergana Valley is human hair. Hair is one of the most important organs in the human body. In many parts of the world, women's hair is interpreted as a symbol of deception. Thoughts about hair go back to ancient times. For example, the ancient Sumerians used hair, artificial hair and beards to protect themselves from evil spirits [12, p. 3]. In addition, in many ethnic groups, fortune-tellers and "hot-cold" algae use hair as a "weapon" against its owner. The shamans of the valley consider the hair to be a "corridor" through which one enters the spiritual world. It should be noted that in some parts of the valley,

some people who perform "hot-cold" operations have human hair, nails, cemetery soil, needles, peppers, pebbles, horsehair. [13]

Hair views and customs are also present in the mourning ceremonies of the Uzbeks of the valley, and the Uzbeks of the Fergana Valley spread the hair of the deceased before washing the dead women [14]. In many parts of the world, haircuts indicate that the hair belongs to the human world, and spread hair indicates that the hair belongs to another world [15, p. 166]. In some parts of the valley, women used to beat their breasts at funerals, open their heads (especially in the sense that widows were left with their heads uncovered), spread their hair, and cry. [16-20]. In general, the spread of hair in the Uzbek language was associated with the belief in magic, which means historical mourning, belonging to another world, evil, depravity. According to J. Fraser, in many parts of the world, women weep and write to distract the spirits of the dead. In the event of the death of a parent or loved one in the family, the men shaved their heads and buried them for the "blessing of the deceased." Informants claim that by doing so, they join the blessings of the deceased, who is on the scales at a time when the rewards and sins of the deceased are being weighed in the Hereafter, and help him to enter Paradise [21-31]. In fact, the idea that the deceased passed from the world of humanity to the world of "nature" may have been the basis for the formation of this habit.

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A. AVERCHENKO - THE SATIRIST OF THE SILVER AGE

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ABSTRACT

The article is devoted to the work of one of the prominent satirists of the early twentieth century, A. Averchenko. The main attention is focused on the early works of the satirist and on the study of critical articles by V.P. Polonsky, who was one of the first to recognize the giftedness of the satirist, revealed the features of his work. And also the place and role of A. Averchenko in Russian satirical prose are determined.

KEYWORDS: *Literary Critic, Russian Literature, Short Story, Satire, Humor, Type, Hero, Themes, Problems, "Satyricon".*

INTRODUCTION

This work, in our opinion, is of interest, since the literary activity of A. Averchenko is little studied and unknown to a wide range of readers, and at present, the course "Literature of the Russian Diaspora" has been introduced in higher educational institutions at philological faculties.

Arkady Timofeevich Averchenko (1880 - 1925), one of the recognized classics of Russian satire of the first third of the twentieth century, from 1908 to 1913 A. Averchenko was the editor and author of the popular magazine "Satyricon", and from 1913 to 1918 - "New Satyricon".

The satirist worked very fruitfully. From four books in 1910 to nine editions in 1913 were published per year. Only from 1910 to 1920, in ten years, 40 collections of short stories were published in Russia and 13 books abroad. His collections were published in large editions and reprinted many times.

Since 1920, Averchenko's works have not been reprinted in Russia, and only during the Thaw period in the 60s of the twentieth century did his name reappear. In 1962, the story "A Rat on a Tray" was published, and in 1963 a short film of the same name based on this story was made (director and screenwriter Andrei Tutyshkin). A number of works of the satirist were published: in the journal "Science and Life" in 1964, the story "Occult Sciences", in 1965 - "Telegraph Operator Nadkin" and others. Since the end of the 20th century, a special interest in the work of the "king of laughter" has reappeared, studies of the activities of A. Averchenko have appeared, numerous editions of his humorous and satirical stories in print, books in online reading, and audio books have become popular.

There are studies of A. Averchenko [1], D. A. Levitsky [2], V. D. Milenko [3], L. A. Spiridonov [5], A. Khlebina [6]. This article contains critical material of his contemporary V.P. Polonsky

[4], who was one of the first to highly appreciate the stories of the satirist and called him “the king of laughter”.

V.P. Polonsky, a talented and sensitive literary critic of the early twentieth century, was able to recognize the talent of novice writers, identify the features of their work and predict that they would take their rightful place in literature, predetermining their future fate, among them was the satirist of the Silver Age A. Averchenko.

Before becoming a writer, Averchenko changed many professions, and in 1908 he became a secretary and then editor of the new magazine *Satyricon*. And here his talent as a satirist is clearly manifested with his own view and style of depicting events and heroes in humorous stories.

And therefore, the release of two collections by A. Averchenko, a still unknown writer, under the title “Humorous Stories”, published by “*Satyricon*” and “*Stories*” - “*Wild Rose*”, made a special impression on V.P. Polonsky, and he gives them a high rating: “I'm afraid to be partial to this writer, I'm afraid to exaggerate the scope and depth of his talent. But right, rereading his stories, this is not the first time (most of them were published in the *Satyricon* and other publications), I am convinced that these books represent a major literary phenomenon” [4, p.98].

According to the observations of critics and writers of contemporaries A. Averchenko, V.P. Polonsky, M.A. Kuzmin, K.I. Chukovsky, A.I. Kuprin, A. Averchenko's humor, on the one hand, is associated with the traditions of M. Henry, from another early AP Chekhov.

In the article “Laughter and bitterness” in 1910 after the release of the above stories, V.P. Polonsky writes: “Both of them ... speak of the author as a major literary force, which, perhaps, is destined to become the Russian Twain...” [4, p.98].

So, we see that V.P. Polonsky, one of the first critics, noticed that Averchenko's humor has much in common with Mark Twain's humor: he is also good-natured and contagious. The critic emphasized the amazing variety of plots, inexhaustible imagination, resourcefulness, pictorialism, riskiness - and all this is at ease, with remarkable ease and rare tact, and great persuasiveness, and most importantly, fun, funny, witty.

The literary critic was able to identify the features of Averchenko's humorous stories, in most of which there are no funny events, humorous plots characteristic of an anecdote. “That’s what Averchenko’s natural humor affects,” Polonsky notes, “that in many actions, phrases, habits that are so ordinary and natural for us, he manages to see the funny side without stretch, and, most importantly, to show us this funny in such a way, that we, too, cannot help laughing and wondering how we ourselves did not notice this” [4, p.98].

V.P. Polonsky subtly noticed another feature of the satirist: in his books, humor did not turn into simple sneer, which speaks of the great artistic tact of the writer.

The critic emphasizes that in two small books Averchenko presented a whole gallery of living, unforgettable people, absurd, outlandish, sometimes incredible, sometimes sweet and gentle, and with such art over several pages he reveals the human soul, and so probably and believably, incredible things happen with him. and implausible things - that you admire with admiration this craftsmanship, laconic and colorful, in which there is nothing superfluous, where everything is in place.

Polonsky notices an interesting feature of Averchenko and the ability to create convincing and plausible things from the most implausible situations. This is precisely the comic of many of his stories. And it is written in such a way that the reader believes him and does not notice the author's invention. Considering the characters of Averchenko's stories, Polonsky emphasizes the individuality of each of them, their dissimilarity to others, living their own lives, speaking their own language. Will it be a drunkard, horrified by the monotonous hum of a lantern, or a young "Hottentot - Kolya Kinzhalov - who fits entirely in one phrase: "Pardon-s, pardon-s, let the lady go ahead" in the story "A trip to the theater", or "glorious child", capable of infuriating with his pranks. Each hero has his own soul, his own psychology - and many times you have to marvel at the variety of images flashing in books, and the richness of observations, the accuracy of the language, expressive, concise and free.

Another feature in the works of the satirist is that he does not have a specific pre-set goal. Everything is accidental, unexpected, and this is explained by the gift of Averchenko and therefore "his stories can be called crystals of laughter, they are all so distinct and beautiful" [4, p.102].

The writer's work is multifaceted: these are lyrical, psychologically subtle stories, and a tendency towards the "theater of the absurd".

The subject matter of the stories is amazingly diverse. In the works of the "king of laughter", as he was called, the life of Russia, a big city, is displayed, all its negative aspects of life are ridiculed: law and life, bribe-takers and hypocrites, human vices, relationships between fathers and children, inherent in our time.

The bright talent of A. Averchenko is so necessary for the reader and so many joyful experiences can bring him that it is extremely annoying to lose him, especially since, in addition to all the positive aspects, laughter is also a powerful tool in the fight against all sorts of vulgarity, narrowness, which are still found in our reality. The satirist sees the funny and laughs at it. But at the same time, Polonsky is concerned about whether Averchenko will be able to notice what is not funny in life, but sad, terrible, outrageous, which no longer causes laughter, but anger and indignation. And, as time has shown, Averchenko the satirist justified the hopes of V.P. Polonsky: the writer ridiculed the ridiculous aspects of real life, and thus his work is still relevant today.

Thus, A. Averchenko made a significant contribution to the development of satirical prose of the twentieth century, and V.P. Polonsky played a certain role in the development of the writer, one of the first to determine the features of his humor.

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PARTICIPATION AND COOPERATION OF UZBEKISTAN AND BELARUS IN THE SHANHAI COOPERATION ORGANIZATION

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ABSTRACT

This article covers the participation of the Republic of Uzbekistan and Belarus in the Shanghai Cooperation Organization, the interests of the parties and their unifying aspects. The article also covers the goals, proposals and future plans of Uzbekistan and Belarus for the development of the Shanghai Cooperation Organization.

KEYWORDS: *Integration, Security, Anti-Terrorist Structure, Separatism, Cooperation, Trend, Sadness Belt.*

INTRODUCTION

The processes of integration of states in the economic, political, cultural sphere play an important role in international relations and the implementation of state-to-state relations. The processes of integration belong to the state, allow the region to work together in overcoming and universal problems and conflicts.

The negative impact of global threats to security, such as international terrorism, drug trafficking, cross-border crime, religious extremism, in a growing environment, the methods of securing and strengthening security have not only been dependent on military means. In the study of threats and finding solutions to it, the admiration of states for negotiating is increasing. The main reason for this is the taking into account the legitimate interests of all states in the processes of integration, ensuring the equal status of participants in decision-making, ensuring multilateral cooperation, the availability of trust and an atmosphere of constant communication create conditions for the participating states to create a safe environment for them.

2. Methodology:

The current international relations are conducted in two main directions in the future. These are carried out in international relations on a global and regional scale. In the process of globalisation, the economic linkages of countries remain in a growing context, their stability in domestic policy and their activity in foreign policy are inextricably linked with regional relations. Therefore, in such conditions, the organization of truly viable and effective international organizations on the basis of protection only from external threats does not yield sufficient results. In order to establish economic cooperation, integration into international and regional organizations, taking into account many regional socio-economic and ethnic characteristics, serves as the main link between the foreign policy of the independent state.

3. Results of the study:

At the present stage, the basis of international security systems should be based not only on military-political, but also on the economic, financial, ethnic-cultural interests of certain states and regions. Both the Republic of Uzbekistan and the Republic of Belarus approach international and regional organizations in the process of integration as an independent state, emphasizing the above aspects. Today, the two countries also participate in the United Nations and its departments, the organization for security and security in Europe, the International Monetary Fund, the World Bank, the World Trade Organization and other financial organizations, the Commonwealth of independent states, the Shanghai Cooperation Organization, the Eurasian Union of the Entente, the Collieux treaty organizations as independent subjects in this or that view. Participation in these organizations has independent national interests of the two states. In the framework of the cooperation of national interests, Uzbekistan and Belarus have been cooperating within these organizations since recently.

Shanghai Cooperation Organization (SCO) plays an important role in the foreign policy of the two countries and the formation of the regional cooperation and security belt. For this reason, it is also regularly involved in the activities of this organization.

SCO was established on June 15, 2001 in Shanghai City of the people's Republic of China on the initiative of the heads of State of Kazakhstan, China, Kyrgyzstan, Russia, Tajikistan and Uzbekistan in order to develop regional security and economic cooperation. Initially, this organization began to operate under the name "Shanghai five" (Russia, the PRC, Kazakhstan, Kyrgyzstan and Tajikistan) from 1996 year. The main direction is aimed at stabilizing military-political situations along the border with the PRC, reducing military and armaments. At the Dushanbe summit in 2000, the Republic of Uzbekistan will participate for the first time as an observer state. At the summit, the head of Uzbekistan will present a proposal to create a multi-sectoral organization on the basis of the "Shanghai five". One of the founders of the SCO adopted the decision to participate in the quality of Uzbekistan, based on its national interests, taking into account the military-political situation in the Central Asian Region [1]. For this reason, at the Founding Summit of the organization in the city of Shanghai in June 2001, the three Convention on the fight against evil forces, such as terrorism, separatism and religious extremism, the declaration on the season and tasks, printouts and dignity of the organization, was adopted. In June 2002, the SCO Charter was adopted at the St. Petersburg summit of the organization. The supreme body of the organization is the Council of Heads of State, which annually holds a meeting at the summit of the organization and discusses the prospects of the organization and important aspects of cooperation. The meeting of the Council of heads of State is also invited by the leaders of the supervisory countries of the organization, representatives of the partner states for communication.

The structure of the organization consists of the Council of heads of government, the Council of foreign ministers, the Council of heads of network ministries and departments, the National Coordinating Council and the Permanent Secretariat, as well as the Regional Anti-Terrorist Structure established in 2004 [2].

It was noted that the history of the formation of the organization was completed in the Parliament of the heads of SCO member countries, which was held in Tashkent on June 17, 2004. At the end of the summit, The Tashkent Declaration, the Convention on the powers and immunities of the SCO were adopted. Also, on the initiative of Uzbekistan, the organization was supported by the

initiative of the secretaries of the security councils of the member states to hold regular meetings of the relevant national courts aimed at new threats and attacks aimed at obscuring cooperation in the fight against new threats and attacks.

In the process of strengthening its activities, the organization closely cooperates with AO countries on the development of transport infrastructure, development of Natural mineral Resources, efficient use of water energy resources, ecology and other issues.

Since 2009, Belarus has been participating in various forms of SCO. In particular, on June 15-16, 2009, at the summit of the SCO in the Russian city of Edenterenburg, the Republic of Belarus submitted an application for participation in the organization as an observer state [3]. At the summit of the organization, which was held in Tashkent on June 10-11, 2010, the Republic of Belarus was adopted in the status of an observer state to the organization.

Since in the organization, from security issues to trade-economic and other issues are widely discussed, a number of grounds are important in the foreign policy of Belarus in which this organization plays an important role. First, Belarus is located on the main transit routes leading from East and Central Asia to the West. This aspect plays an important role in the formation of the security belt, the fact that the illegal turnover of drugs, weapons-loving, human trafficking, terrorism, the fight against illegal migration, as well as the development of measures to minimize the Afghan problem, which is important for Belarus. Secondly, security, humanitarian and economic cooperation in the functions of the SCO coordinates the close cooperation of the Belarusian State with the organization and its member states. Belarus has a format of strategic cooperation with Russia, the countries of the PRC and Central Asia, which are inextricably linked with the economy. Therefore, proceeding from the task of diversifying exports and imports, which is also facing the Belarusian economy, the SCO is becoming one of the platforms for its neutralization. For this reason, the SCO member states are also united by the Commonwealth Organization of independent states, the Eurasian Economic Union, the Organization of the collective security treaty, the structures of the "One Belt – One Road" project, which are members of the Republic of Belarus. [4]

Also, the SCO's transformation into the most important segment of the global anti-terrorist system for the organization, conduct and reception and processing of information on coordinated actions to combat international terrorist and extremist organizations encourages the Belarusian State to maintain close ties with this organization. The main idea of the organization is the fact that the member states are promoting the project "Asian security system" in order to significantly increase the standard of living of the population, to direct people to protect themselves from such evil forces as international terrorism, religious extremism and separatism, urging Belarus to cooperate closely with this organization. [5]

CONCLUSIONS:

The development of the SCO in the medium term is positively assessed by international experts. All participating countries are geographically close, they are surrounded by similar history, common culture and traditions of friendly communication. The fact that SCO member states maintain stability and risks along the internal and external border lines will contribute to the elimination of socio-economic and other tasks. It provides additional impetus for further rapprochement with the organization in member and observer evidence in order to prevent and eliminate the various visible threats that arise. At the same time, the imbalance in economic

development, the location of road and communication infrastructure, the positive energy factor, the rigidity of the organization's position against the emerging illegal migration will lead to the strengthening of the factor of integration of the states of Uzbekistan and Belarus into the SCO. [6]

In short, Uzbekistan is promoting a number of new priorities and tasks within the framework of the SCO: to increase domestic regional trade; to adopt the program of industrial cooperation within the organization and to establish centers for cooperation in this regard; to adopt the strategy of transport linkage of the SCO; to develop the SCO infrastructure development program; to reduce poverty and; The introduction of the organization's Institute "Noble ambassador of intent"; to adopt the "road map", which implies the fight against infectious diseases.

The above ideas play an attractive role in the cooperation of the Republic of Belarus with the SCO.

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SPIRITUALITY IN THE FORMATION OF PATRIOTISM IN YOUTH

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ABSTRACT

This article examines issues related to the education of young people and their spirituality. It is noted that over the years of independence, a propaganda system has been formed in the country aimed at further strengthening the spiritual and educational foundations of society, the implementation of the basic concepts and principles of national independence, in the hearts of the younger generation, increasing the sense of responsibility for the fate and future of our country.

KEYWORDS: *The Age Of Globalization And Information Technology, A New Form Of Colonialism, The Development Of Communications, The Computerization Of Technical And Technological Means, E-Mail, The Internet, Spirituality.*

INTRODUCTION

The twentieth century went down in history as the age of globalization and information technology. We are witnessing profound events, incidents and processes that bring unprecedented fundamental changes to the geopolitical, geostrategic, economic, social and information and communication image of the modern world.

Discussion and results

Globalization is a necessary result of human civilization, as well as a real need for a scientific and technological revolution, inter-civilizational dialogue caused by great changes in the development of science, information communication and ideological influences that have an incomparably rapid impact on the mentality of the peoples of the world, based on the commonality of planetary phenomena ... Globalization is also the result of an unprecedented increase in the interaction and interdependence of economies, cultures, spirituality and peoples of different countries. The enormous potential of information technology has made it possible to turn information into a symbolic weapon of geopolitical influence.

No strong state today can completely subjugate and control another state, as it was in previous times.

Almost a century has passed since the era of military rule in the thousand-year history of mankind, which gave way to a period of competition for economic dominance. If necessary, the future will be a time of genuine struggle for spiritual dominance. That is why, in order to involve weaker countries in their sphere of influence, the main emphasis of the forces is focused on the effective use of all means.

Such a policy is, in fact, nothing more than a new form of colonialism. It is no coincidence that terms such as "information neocolonialism", "information fascism", "information war", "cultural imperialism", "cultural hegemony" and "information expansion" are very often used by many scientists around the world. The East is the birthplace of all religions and beliefs that have appeared in the history of mankind, and even prophets and holy books. After all, Christianity also originated in the lands of ancient Palestine. Even Aristotle, Plato and the teachings of the ancient Greek philosophers who followed in their footsteps date back to the Avesta and Rigveda. No wonder the Sun rises from the East. East means enlightenment. This is the enlightenment of the heart and mind, not just the Earth. Even Adam and Eve, having descended to the lands of the East, - as they say in the book "Kisas ul-Anbiya" exclaimed: "What did this most ancient, most oppressed East not have to endure!" [1] But ... Why is the West so attentively studying the languages, history and culture of the East?

The spirituality of the West, which is now ideologically more and more influencing foreign countries, is not much richer than that of the East. The culture of the West, the way of dressing - is very quickly mastered in the East, and its original way of life is becoming the standard. However, from this we should not conclude that the spiritual world of the West is richer than the East. So what is the main reason then?

It is only natural that the question arises as to why the East, which is spiritually not inferior to the West, has now become a region more susceptible to the influence of other forces. Historical development has shown that economically rich countries or regions can easily influence weak ones. However, spiritual wealth alone is not enough to provide spiritual and ideological influence.

And we can cite as many examples from the history of science as we like. For example, Egypt, Iraq and Syria - the lands of ancient civilizations that were once powerful culturally and educationally, failed to significantly influence neighboring countries. On the contrary, they are under the influence of others and are trying to get out of it. We also need to think more seriously about why this tragedy happened and what conclusions should be drawn from this.

The processes of intensive spiritual and ideological globalization lead to the conclusion that the most important condition for spiritual influence on others is spiritual activity. If the country has a rich cultural history, great values; if the modern generation has not fully absorbed these spiritual riches into their minds and hearts and is not sufficiently armed with these spiritual treasures, then the generation cannot be an object of spiritual and ideological influence, oppression, threat and aggression, but remains as a simple object.

Globalization is like the weather. As the days get colder, we resist the laws of nature and put on warmer clothes, and, conversely, put on lighter clothes in hot weather. You just need to study and understand the laws of nature and perform all your actions in accordance with them. This means it is almost impossible to stay away from this intense natural process. In particular, thanks to the rapid development of communications, the computerization of technical and technological means of e-mail, the Internet and space television and radio communication systems, the possibilities for the exchange of information and, as a result, ideological interaction are rapidly expanding. The processes taking place in the modern world are subject to the laws of differentiation and integration, which are absolutely exclusive and at the same time mutually exclusive. On the one hand, some states are disintegrating, and even the confrontation of different ethnic groups reaches its peak, bloody clashes take place.

On the other hand, with visible and sometimes invisible ropes, countries near and far tie the entire continent into a knot with unprecedented strength, in some cases not even allowing movement. Political consciousness is a similar process in thinking: along with alienation, unwillingness to understand each other, the slightest oversight turning into rebellion, there is a growing mutual interest, a serious desire to know and understand each other.

There are also two fundamentally different directions in the globalization of ideological processes. First, in the history of human civilization, the universal aspects of any material and spiritual values, achieved as a result of hard work, become internationalized and global outside of historical spaces. In other words, there is a process of integration of the principles of nationality and humanity. Secondly, instability in the process of social, economic, political, legal, spiritual and cultural development of nations and states, the absoluteness of their interests, conflict of interests leads to the ideological globalization of negative phenomena that threaten humanity, including the future of their nation.

This is reflected in extremely dangerous phenomena such as international terrorism, religious extremism, fundamentalism, drug trafficking, human trafficking and immorality. Ideas originating in any region or country spread very quickly around the world. As a result, each person is under constant, stable, boundless, endless ideological pressure, oppression, and the threat of various ideological centers serving the interests of certain states and political forces spreading from different sources.

One of the most important features of this process is that the goal of ideological conquest and subjugation of different countries is combined with enormous economic interests. The low level of ideological globalization has also led to a widespread proliferation of "works of art" promoting audio and video cassettes with low content, filth, depravity and evil. It is at such a time that the issues of patriotic education of the younger generation come to the fore.

Any economic crisis can be overcome with the help of efficiency, enterprise, and overcoming the consequences of spiritual decline is not an easy task. This is because destructive forces use seemingly insignificant, but very effective means of influence while opposing the spirituality of another people, another nation. Their main task is to capture the minds and hearts of the younger generation, lead them astray, weaken the mind, confuse memory, especially historical memory, by misinterpreting the essence of recent events.

Today in different countries, under the guise of democracy, various groups of youth are being formed, and, as the head of our state Shavkat Mirziyoyev emphasizes, the false, inhuman ideas of "absolute freedom", "freedom without borders" and "free morality" are gaining momentum, and it is a pity that it absorbed [2]. We are more concerned about the possibility that our children, whose bones have not hardened and whose thinking is now forming, fall into a trap, into a whirlpool of very evil, alien ideas. It is no exaggeration to say that the biggest danger to us is that some of our young people are following some false ideas. Youth is the product and the future of the spirituality of the people.

Over the years of independence, a propaganda system has been formed in the country aimed at further strengthening the spiritual and educational foundations of society, the implementation of the basic concepts and principles of national independence, in the hearts of the younger generation, increasing the sense of responsibility for the fate and future of our country.

It is known that the Resolution of the President of the Republic of Uzbekistan Shavkat Mirziyoyev of July 28, 2017 "On raising the efficiency of spiritual and educational work and development of the sphere to a new level" places a great responsibility on the Republican Center for Spirituality and Enlightenment [3].

Among the main tasks - to highlight the essence of the geopolitical and ideological processes taking place in the world: terrorism, extremism, religious fanaticism, human trafficking, "mass culture", drug trafficking. Particular attention is planned to be paid to the issues of effective ideological struggle against threats and the formation of a society of propagandists "Enlightenment" and its activities on an ongoing basis. History clearly shows that any violent invaders and forces that want to rule in our country, in order to achieve their evil intentions, first of all, destroy national spirituality and traditions, values, thus, trying to weaken the people ideologically and strike at its power. According to the First President Islam Karimov, "the dependence of thought, the slavery of thought is more terrible than any economic and political dependence" [4].

Simply put, our people, with a history of at least 3,500 years, have been oppressed many times and prospered three times during the Renaissance under the leadership of their great leaders. The great scientist Abu Nasr al-Farabi in his book "The City of Noble People" spoke very seriously about various destructive ideologies. He also called on the future generation, who will come a thousand years later, to be always vigilant [5].

Fitrat, one of the representatives of Jadidism, 100 years ago, at the beginning of the XX century, wrote about this problem: "Their desire is not to give us culture, to educate and develop us, but to completely destroy our morality, destroy and our health, dry up our seeds, make us completely useless and make us need them" [6].

The great writer of our time, Chingiz Aitmatov, spoke with concern about the ugly image of ideological threats to humanity: "Every family must always be ready to protect its children from any ideological aggression." [7] Other people's ideas cannot immediately penetrate into any society. Above all, they try to extinguish the legacy, belief in the values, hopes and aspirations of the nation. For this, at the initial stage, national values are degraded and discredited as much as possible. As a result, the first stage of breaking, destruction, desecration of ideological immunity sets in - the ancestors of the nation begin to be indifferent to the ideas and values in which they believe. Gradually, even the most unique values will be ignored, people will become indifferent to them, and will approve of charming, beautiful people who wear the charm of modernity. Ideas that have been discounted, discarded and lost will become irrelevant. [8].

Once the ideological gap is open, alien values will be portrayed as attractive, very beautiful, with the intention of filling the space with their own idea. If a person's heart and mind turn out to be poisoned, then an attempt to return him to his previous state of health will not be easy, not without great difficulties and hardships. For this reason, in the consciousness of society, its categories and strata, there should not be an ideological vacuum that exists constantly.

Our ideology of national independence does not allow ideological gaps and enriches spiritual life with lofty and attractive ideas that fully meet the interests of the entire people and every citizen. This, in turn, strengthens citizens' sense of hope and confidence in the future. Therefore, ideological prevention - a unique complex of ideological and educational and spiritual and

ideological work, covering the entire system of ideological education - requires constant attention

The role of ideological prevention in the formation of an ideological immune system is limitless, and the prevention of diseases is much more important than the treatment of any patient. The main task of ideological immunity is to express one's attitude to a particular issue, to exert influence, arouse a sense of responsibility, enhance a sense of belonging, and encourage mobilization.

Ideological immunity is a socio-philosophical concept that embodies extremely high moral, scientific and political values aimed at protecting people from spiritual, ideological vices, dangers and threats and combating them. If we pay more attention to this definition, we will see that moral, scientific, political values are the most important element. With deeply rooted feelings of patriotism, kindness, conscience, justice, humanity, family, love, honesty and religion deeply rooted in the minds and hearts of every citizen, we can truly resist inhuman vices and threats under the guise of "mass culture." [9]. In order to form and strengthen ideological immunity in the minds and hearts of the youth of our country, we must first of all emphasize the superiority of our national idea over other ideas.

CONCLUSION

Today in our country there are many young people who value our values and consider good traditions an important factor in their life goals. However, there are also young people who do not understand the role of national values in their lives and consider themselves isolated from society, and are a little indifferent to our culture. It is difficult to imagine social life without values recognized by society and it is impossible to live without them. The positive thing is that changes in the human mind are ahead of existing values, because constant progress and renewal are eternal laws. Undoubtedly, a person who cannot accept a rapidly changing world as his own will eventually be left behind. Likewise, the imbalance of interests in this matter creates even more serious problems.

Who will bring to the minds of young people the meaning and dignity of today's free life, who will direct them in the right direction? Shouldn't we, first and foremost, parents and teachers be held accountable for this? Who will our youth be tomorrow, what idea will they fight for? " These questions should concern all of us every day, every hour, every minute. We must once again understand that a rational and fair solution to such acute issues is not only the will of the President of the Republic of Uzbekistan Shavkat Mirziyoyev, but also the most reasonable requirement of our time.

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COMMODITY INDICATORS OF BIOLOGICALLY ACTIVE FOOD SUPPLEMENTS OF THE GROUP «SIFAT AGRO SERVICE»

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ABSTRACT

The purpose of this work is to evaluate the commodity indicators of biologically active food supplements of the "SIFAT AGRO SERVIS" group from amaranth based on organoleptic, physico-chemical indicators, requirements for raw materials and materials

KEYWORDS: *Biologically Active Additives (BAA), Amaranth, Food Additives, Tablet, Capsule, Powder, Technical Requirements, Packaging, Labeling, Control Methods*

INTRODUCTION

Biologically active additives (BAA) to food of the SIFAT AGRO SERVIS group are produced in the following assortment:

- "BIODARMON" in the form of tablets, capsules and powder;
- "BIOCHAI" from amaranth in the form of tablets, capsules and powder;
- "BIOMUZHIZA" in the form of oil.

Food supplements of the "SIFAT AGRO SERVIS" group must comply with the requirements of the organization's standard, be produced according to the technological instructions and recipes in compliance with the sanitary norms and rules approved in the prescribed manner [1-5].

REQUIREMENTS FOR RAW MATERIALS AND MATERIALS

Raw materials of plant species of the flora of Uzbekistan and materials used for the production of dietary supplements for food must be approved for use by the Ministry of Health of the Republic of Uzbekistan. Input control of raw materials and materials is carried out in accordance with GOST 24297 [6].

For the production of dietary supplements for food, the following raw materials and materials are used:

- amaranth seeds - *Amaranthus* - in accordance with GOST 28636 or according to a certificate of conformity [7];
- amaranth leaves, flowers - according to the current regulatory documentation;
- chamomile - *Matricaria chamomilla* L. according to GOST 2237, FS 42 Uz-0259 or according to the certificate of conformity [8];
- peppermint - *Mentha piperita* L. according to GOST 23768, FS 42 Uz-0263 or according to certificate of conformity [9];
- leaves and flowers of safflower - in accordance with GOST 12096 or according to a certificate of conformity;
- sunflower oil - according to GOST 1129 [10];
- D₃ - according to the current ND or according to the certificate of conformity.

AUXILIARY MATERIALS

- calcium stearate according to the current normative documents or according to the certificate of conformity;
- magnesium stearate according to the current normative documents or according to the certificate of conformity;
- microcrystalline cellulose - purified according to the current ND or imported according to the certificate of conformity;
- sugar according to GOST 3 1361 or according to GOST 31895 [11];
- potato starch according to GOST 7699;
- maltodextrin according to the current ND or according to the certificate of conformity;
- food natural extract or flavors according to GOST 32049 or imported according to the certificate of conformity [12];
- purified water – according to the certificate of conformity;
- Drinking water – by O'z DST 950 [13].
- citric acid – according to GOST 908 or according to the certificate of conformity [14];
- sodium citrate – according to the current RD or according to the certificate of conformity;
- potassium sorbate imported according to the certificate of conformity;
- ethyl alcohol rectified from food raw materials according to O'z DST 3115 [15];
- gelatin capsules – according to the current RD or according to the certificate of conformity;
- for product packaging, packaging materials must comply with the requirements of standards approved in the prescribed manner.

For production, raw materials are not allowed in which the residual amount of toxic elements and microbiological indicators exceed the maximum allowable levels established by SanPiN 0283 [16].

PACKAGE

Food supplements in the form of oils are poured into vials or bottles with a screw thread on the rim with a capacity of 10,0 ml to 500,0 ml of various types: glass, glass and PET bottles according to the current regulatory documentation.

It is allowed to use other containers, in agreement with the consumer and approved for use for this product name by the Ministry healthcare of the Republic of Uzbekistan.

Bottles and vials with dietary supplements for food should be tightly closed and not leak when turned over.

It is allowed to pack vials and bottles together with instructions for use in packs of boxed cardboard according to GOST 7933, GOST 33781. The gross weight of the shipping container should not exceed 10 kg.

BAA for food in the form of powder/granules packaged with a weight of 1,0 g to 200,0 g in cardboard packs according to GOST 7933 or with a weight of 0,5 g to 10,0 g in a sachet or for racial tea leaves in imported paper bags according to a certificate of conformity, which are from 1 pc. up to 100 pcs. placed in cardboard packs according to GOST 7933 [17].

It is allowed to produce dietary supplements for food with a net weight of 1,0 g to 500,0 g in bags made of polyethylene film of basic grades in accordance with GOST 10354 [18] or cellophane film in accordance with GOST 7730 [19], approved for contact with food products.

For gluing packs and paper bags, polyvinyl acetate dispersion according to GOST 18992 [20] or imported according to the certificate of conformity should be used. Plastic bags must be glued by heat sealing, bags for racial tea leaves are glued by heat treatment. It is allowed to use self-adhesive stickers for boxes.

Dietary supplement to food in the form of capsules/tablets packaged in weight from 300,0 mg to 1000,0 mg in blister packs made of polyvinyl chloride film and aluminum varnished printed foil (blaster), approved for use by the Ministry of Health of the Republic of Uzbekistan from 1 to 30 pieces or in bottles made of polymeric materials according to the current regulatory documentation in quantities from 10 to 140 pieces. A blister and bottles in an amount of 1 to 4 pieces are placed in boxes made of boxed cardboard according to GOST 7933, GOST 33781 [21].

Packs, bags, bottles (jars) are placed in corrugated cardboard boxes in accordance with GOST 13511 [22] or imported according to a certificate of conformity. Boxes are pasted over with paper-based adhesive tape in accordance with GOST 18251 [23], or with imported adhesive tape according to the certificate of conformity.

Permissible negative mass tolerances for packaged goods must comply with requirements O'z DST 8.022 [24].

Product packaging must comply with the requirements of UzTR.476-021 [25].

MARKING

Each packaging unit - consumer packaging, must be marked in the form of a glued paper label made of label paper in accordance with GOST 7625 [26] or writing paper in accordance with GOST 18510 [27] indicating:

- name of the manufacturer, its trademark (if any), address (legal and actual) and telephone number;
- Name of production;
- compound;
- release form;
- instructions for use;
- information about contraindications;
- volume, ml (for oils);
- net weight (tablets, capsules, powder), g;
- quantity in a package, pieces;
- date of manufacture (day, month, year);
- expiration date (month, year);
- the inscription: **"BAA for food, is not a medicine"**;
- storage conditions;
- designation of this standard of the organization;
- certification information;
- barcode with registration number (if necessary);
- "O'zbekistonda ishlab chiqarilgan" or "Made in Uzbekistan" when selling on the domestic market, when supplying products for export – "Made in Uzbekistan"

If all the necessary information cannot be placed on the packaging unit, it is allowed to include the missing information in the package leaflet (abstract, instructions for use).

Each package is marked with a transport marking in accordance with GOST 14192 with indication of handling signs: "Fragile. Carefully!" (for glass bottles), "Keep away from sunlight", "Protect from moisture" [28].

For each unit of transport container in which packaged products are packed, one of the end sides of the box is marked with a stamp, stencil, labeling, containing the following information:

- name of the manufacturer, form of ownership, its trademark (if any), address (legal and actual), telephone number;
- Name of production;
- the number of packaging units, pieces;

- net weight, kg;
- date of manufacture (day, month, year);
- storage conditions;
- expiration date (year);
- certification details;
- designation of this standard of the organization;
- "O'zbekistonda ishlab chiqarilgan" or "Made in Uzbekistan" - when selling on the domestic market, when supplying products for export - "Made in Uzbekistan".

Product labeling must comply with the requirements of UzTR.490-022 [29].

According to organoleptic indicators, dietary supplements for food must meet the requirements specified in Table 1 [30].

TABLE 1. ORGANOLEPTIC INDICATORS OF DIETARY SUPPLEMENTS FOR FOOD OF THE SIFAT AGRO SERVIS GROUP

Names indicators	Characteristic			
Release form	Powder//granule	Pills	Capsules	Butter
Appearance	Crushed macca	In the form of a round or some other form. with/without company embossing on one side	Solid gelatin capsules of a cylindrical shape with a smooth, without surface damage, filled with crushed mass	Homogeneous transparent liquid. Slight haze allowed
Colour	From light green to Green colour	depending from the color of the components		Light yellow to brown colors
Smell and taste	Weak fragrant, slightly astringent, bitter, without foreign taste and odor with a predominance of odor composition of plants			

According to the physico-chemical parameters, dietary supplements for food in the form of granules/powder must comply with the standards specified in Table-2 [31-37].

TABLE 2. PHYSICO-CHEMICAL INDICATORS OF DIETARY SUPPLEMENTS FOR FOOD OF THE "SIFAT AGRO SERVIS" GROUP (GRANULE/POWDER)

The name of indicators	Norm
Humidity, %, no more	10.0
The content of extractives in terms of absolutely dry mass of raw materials, %, not less than	20.0
Mass field of large fraction (grinding), %, no more	5.0
Mass fraction of metal-magnetic impurity	not allowed

The content of impurities:	
- mineral (earth, sand), %, no more	0.1
- organic (parts of other non-poisonous plants), % no more;	0.1
Mass fraction of browned parts of raw materials, %, no more	4.0
The presence of mold and rot	not allowed
The presence of poisonous plants and their parts	not allowed
pest infestation	not allowed
Average weight of powder/granules in a sachet, g	from 0.5 to 200

According to the physico-chemical parameters, dietary supplements for food in the form of tablets / capsules must comply with the requirements specified in Table-3.

TABLE 3. PHYSICO-CHEMICAL INDICATORS OF DIETARY SUPPLEMENTS FOR FOOD OF THE "SIFAT AGRO SERVIS" GROUP (TABLET/CAPSULE)

The name of indicators	Norm
Average weight of capsules/tablets, g	0.3-1.0+ I 5%
Mass fraction of moisture, %, no more	9.0
Disintegration , min, no more	thirty

In terms of physicochemical and safety indicators, dietary supplements for food must meet the requirements specified in Table-4 [38-55].

TABLE 4. PHYSICAL AND CHEMICAL INDICATORS AND SAFETY INDICATORS OF DIETARY SUPPLEMENTS FOR FOOD OF THE SIFAT AGRO SERVIS GROUP

The name of indicators	Norm
Acid number. mg KOH, no more	2.25
Mass fraction of moisture and volatile substances, %, no more	0.15
Mass fraction of non-fat impurities	is absent
Peroxide number of active oxygen mmol /kg	ten
Mass fraction of unsaponifiable substances, %, no more	0.5
Toxic elements, mg/kg, not more than:	
-lead	0.1
-arsenic	0.1
-cadmium	0.05
-mercury	0.03
-iron	5.0
-copper	0.5
-zinc	5.0
Mycotoxins: aflatoxin B₁, mg/kg, no more	0.005
Pesticides:	
- Hexachlorocyclohexane (α-, β-, γ -isomers), mg/kg, not more than	0.05
-DDT and its metabolites , mg/kg, no more	0.1
Cesium-137 Bk /kg	60
Strontium-90 Bk /kg	80

The content of toxic elements, the residual amount of pesticides, radionuclides and microbiological indicators must comply with the requirements established by SanPiN 0283. Determination of the content of pesticides and mycotoxins is carried out according to the methods approved by the Ministry of Health of the Republic of Uzbekistan in the prescribed manner.

Control methods for dietary supplements for food in the form of oils, powders / granules and capsules / tablets are carried out according to regulatory and technical documents in the form of GOST, O'z DSt, GF . The quality of the packaging and the correctness of the labeling will be checked visually. It is allowed to use other control methods approved in the prescribed manner, not specified in the standard of the organization and providing reliable test results.

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INNOVATIVE TECHNOLOGIES IN THE TRAINING OF FUTURE DOCTORS

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ABSTRACT

This article provides information on innovative technologies and their role in teaching future doctors. Also mentioned are various techniques. The main direction of improving the process of professional development of doctors after higher education is the introduction of modern forms of training gradually. In the process of training, it is necessary to start with self-development of a specialist. They carry out a critical analysis of published works using bibliographic indicators, catalogs, cartons.

KEYWORDS: *Higher Education, Information, Health, Pedagogical Technology, Interaktiv Training, Doctor, Development Of Educational Programs, Provision Of Medical Care To The Population.*

INTRODUCTION

The main purpose of vocational education is to train qualified personnel who are competitive in the labor market, are well versed in their profession and are oriented to related fields of activity, are constantly striving for professional growth, social and professional mobility.

Today's main task is to acquire knowledge that will last a whole life even after higher education. In the process of studying in higher education, it is very important to create conditions for the development of requirements. [1]

From psychology it is known that the information received by sight is more meaningful and better stored in memory. The best lectures and interesting information listened by students are mastered only by 17% Gaga, while 50-70% of the information received by sight remains in memory for a long time, while in repeated views it can come out up to 100%. [2]

The increase in competition, characterized by socio-economic development in recent years, imposes a sufficiently high demand on young specialists in the labor market. As a result of this, the requirements for graduates of Higher Education also increased to some extent. It is well known that students of educational institutions are widely used in the courses of clinical service to medical customers, as well as new methods of teaching along with traditional teaching methods. It makes no sense to prepare modern doctors who meet the requirements of practice, without the use of innovative technologies that ensure the quality of their subsequent activities, have a high level of competence. [3]

The Applied Educational technologies should be innovative. Innovation (visual arts) Innovation is an effectively implemented (implemented) innovation. It is not any innovation or newly introduced innovation, it is only innovation that significantly increases the efficiency of the system in action.

Students - teachers / teachers - employers are participants in the process.

Improving the effectiveness of health care is, first of all, the modernization of the system of training qualified medical personnel. Rapid changes in medical theory and practice require doctors to constantly improve their skills. The main direction of improving the process of professional development of doctors after higher education is the introduction of modern forms of training gradually. In the process of training, it is necessary to start with self-development of a specialist. The techniques of traditional teaching are followed by the transmission of information on the exact algorithm in professional activity and their research. Such concessions are relevant today in the preparation of doctors in the provision of medical care to the population. [4]

In the last decades, large changes in the training of students in the field of medicine can be observed: modeling of professional activities that involve problematic situations; new pedagogical technologies: problem-oriented training; training on the basis of clinical situations; information and communication and computer technologies; training on the basis of simulation technologies; training on the basis of project-oriented training, etc. During this period, significant modernization work was carried out in the medical centers, new comrades were formed, new training programs were developed, the main focus of which was on simulation training. [5]

The main method used in traditional teaching is illusory-explanatory. In this, oral, written and mixed surveys are conducted. Control in the form of a written request is carried out in each seminar lessons, as well as in the final control. For written control, test assignments are prepared by teachers and updated to 25-30% annually. In conducting intermediate and final controls, a mixed method of assessing knowledge is used. In this case, a written test and an oral survey will be conducted on all the mentioned topics.

The acquisition of theoretical knowledge by students is of great complexity – at their disposal a large number of books, articles, lectures, audio and video materials. Medical-the accumulation of practical skills by students is carried out in the process of communicating with great colleagues, as well as repeating the actions seen. This will require a long enough amount of time. Incorrect execution of practical actions by the student can cause harm to the patient. Therefore, virtual trainers should be taken by higher education to form practical skills in diagnosing a patient.

Educational technologies should be innovative. Innovation is an innovation that has been effectively implemented. Innovation is not just an innovation introduced, but also a significant increase in the efficiency of the system in motion. Various technologies of informatization and

data visualization have made great strides in the field of Education. When providing information along with a visual range, data mastering is improved by almost 80%. [6]

It is possible to distinguish the method of situational analysis, which includes the analysis of a specific situation within the educational process-active innovative technologies. Today, in situational analysis, the following methods are used more often: situational analysis (situational issues, situational exercises) method, keys method, game design, role-playing method.

Case Based Learning-technology is widely used in cynics. Texnologiya technology to develop a kompetent concomitant in the future physician diagnosis and treatment. In the CBL methodology, specific clinical situations, problem solving are seen, identifying symptoms and combining them into clinical syndromes, identifying the leading syndrome are studied. For such technology should develop clinical situations, for example, the respiratory system, cardiovascular system, nervous system, digestive system and others.

The advantage of the Case Based Learning method over the traditional method is the increase in attendance, the formation of a positive attitude to the teaching process, the strengthening of long-term memory, the motivation for reading, the improvement of problem-solving skills. The meaning of the method is that the reader is not given Ready knowledge, he himself must develop ways to solve the problem.

Case Based Learning serves as a learning executive employee in technology. Provides questions, supports discussion, targets students if necessary, i.e. performs a dispatching function.

Case-study Technology descriptions :tiradi develop the skills to adopt a solution and solve problems; yordam help to link theory and practice ;tiradi increase the level of critical thinking ;tiradi develop the skills to work with the team; yordam help to understand the difficulty of real situations; yordam help to develop different views.

Before each lecture, the speaker analyzes the clinical situation on the topic of the lecture. Then the students, together with the teacher, learn to identify the clinical symptoms of the disease one by one, combine clinical symptoms, identify the leading syndrome, identify the changes in the outcome of the patient's laboratory-instrumental methods. At the end of the lecture, the teacher will ask questions by the students to know if they have mastered the key moments of the subject.

In the process of conducting scientific research, students develop skills in collecting materials, analyzing literature. They carry out a critical analysis of published works using bibliographic indicators, catalogs, cartons. In the process of carrying out the research work, they acquire the skills to analyze and process materials, participate in discussions using statistical analysis and Information Technology. Basic methodological innovations are associated with the use of interactive techniques of teaching. Interactive teaching is based on teaching as a means of interacting or using computer networks and Internet nambs that are in a state of interacting with one another (computer) or who is in a state of interacting with one (human).

Thus, the introduction of modern teaching methods into the educational process allows students to develop and master clinical, teamwork, scientific-research skills.

Improving the effectiveness of health care is, first of all, the improvement of the system of professional training of medical personnel.

CONCLUSION

It is known to everyone that in the rapidly changing, modern world it is very difficult to keep all modern scientific and technical achievements. But today it can be said that the Medical Academy is focused on the most advanced achievements of Medicine, Science and technology in its activities. In addition, it can be noted that employees have made great strides in their field of activity.

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GRAMMAR GAMES MOTIVATION IN TEACHING ENGLISH

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ABSTRACT

This article is English grammar rules and games, Grammar organizes the vocabulary and as a result we have sense units. This plurality of meaning is characteristic of the present time and is the source of confusions in the discussion of grammar as part of the education of children. Children start to speak before they even know the word "grammar". But if you are serious about learning a foreign language, the long answer is "yes, grammar can help you to learn a language more quickly and more efficiently." Child learners differ from adult learners in many ways. Children are curious, their attention is of a shorter duration, they are quite differently motivated in, and their interests are less specialized.

KEYWORDS: *Motivation, English, Rules Grammar, Communication, Language, Linguistic, Speech.*

INTRODUCTION

Grammar organizes the vocabulary and as a result we have sense units. There is a system of stereotypes, which organizes words into sentences. But what skill does grammar develop? First of all it gives the ability to make up sentences correctly, to reproduce the text adequately. (The development of practical skills and habits). The knowledge of the specific grammar structure helps pupils point out the differences between the mother tongue and the target language. The knowledge of grammar develops abilities to abstract systematize plural facts.

Grammar is the system of a language. People sometimes describe grammar as the "rules" of a language; but in fact no language has rules*. If we use the word "rules", we suggest that somebody created the rules first and then spoke the language, like a new game. But languages did not start like that. Languages started by people making sounds which evolved into words, phrases and sentences. No commonly-spoken language is fixed. All languages change over time. What we call "grammar" is simply a reflection of a language at a particular time. [1]

Do we need to study grammar to learn a language? The short answer is "no". Very many people in the world speak their own, native language without having studied its grammar. Children start to speak before they even know the word "grammar". But if you are serious about learning a foreign language, the long answer is "yes, grammar can help you to learn a language more quickly and more efficiently." It's important to think of grammar as something that can help you, like a friend. When you understand the grammar (or system) of a language, you can understand many things yourself, without having to ask a teacher or look in a book.

So think of grammar as something good, something positive, something that you can use to find your way - like a signpost or a map.

Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it can help everyone--not only teachers of English, but teachers of anything, for all teaching is ultimately a matter of getting to grips with meaning. [2]

In order to understand a language and to express oneself correctly one must assimilate the grammar mechanism of the language studied. Indeed, one may know all the words in a sentence and yet fail to understand it, if one does not see the relation between the words in the given sentence. And vice versa, a sentence may contain one, two, and more unknown words but if one has a good knowledge of the structure of the language one can easily guess the meaning of these words or at least find them in a dictionary.

A command of English as is envisaged by the school syllabus cannot be ensured without the study of grammar. Pupils need grammar to be able to aud, speak, read, and write in the target language.

To develop one's speech means to acquire essential patterns of speech and grammar patterns in particular. Children must use these items automatically during speech-practice. The automatic use of grammar items in our speech (oral and written) supposes mastering some particular skills – the skills of using grammar items to express one's own thoughts, in other words to make up your sentences.

We must get so-called reproductive or active grammar skills.

A skill is treated as an automatic part of awareness. Automatization of the action is the main feature of a skill.

To form some skills is necessary to know that the process of the forming skills has some steps:

- Only some definite elements of the action are automatic.
- The Automatization occurs under more difficult conditions, when the child can't concentrate his attention on one element of the action.
- The whole structure of the action is improved and the automatization of its separate components is completed.

What features do the productive grammar skills have?

The characteristic feature of the reproductive grammar skills is their flexibility. It doesn't depend on the level of Automatization, i.e. on perfection of skill here mean the original action: both the structure of sentence, and forms of the words are reproduced by the speaker using different lexical material. If the child reproduces sentences and different words, which have been learnt by him as "a ready-made thing" he can say that there is no grammar skill. Learning the ready-made forms, word combinations and sentences occurs in the same way as learning lexis. [3]

Teaching grammar at school using the theoretical knowledge brought some critical and led to confusion. All the grammatical rules were considered to be evil and there were some steps to avoid using them at school.

To form the reproductive grammar skills we must follow such steps:

- Selection the model of sentence.
- Selection the form of the word and formation of wordforms.
- Selection the auxiliary words-preposition, articles, and etc. and their combination with principle words.

We should know that the method by which children are taught must have some effect on their motivation. If they find it deadly boring they will probably become de-motivated, whereas if they have confidence in the method they will find it motivating. Child learners differ from adult learners in many ways. Children are curious, their attention is of a shorter duration, they are quite differently motivated in, and their interests are less specialized. They need frequent of activity; they need activities which are exciting and stimulating their curiosity; they need to be involved in something active.

We shall examine such methods as “The Grammar – Translation Method”, ”The Direct Method”, “The Audio-lingual Method”. And we pay attention to the teaching grammar of the foreign language. We shall comment those methods, which have had a long history.

This method was widely used in teaching the classics, namely Latin, and it was transferred to the teaching of modern languages when they were introduced into schools.

The interactive games in language learning are carried out under the following forms and character according to the usage.

1. Practice games
2. discussion games
3. Learning vocabulary games

1. The first game I’m trying to practice is called ‘ ‘ What’s your position?’’

Here the teacher presents some words and terms with definition or translation. After that they may practice these words on different matching exercises and drills. Next day, the teacher prepares strips with words and definition. Terms are written separately in each strip.

Managing director

Personnel Manager

Executive secretary

Finance director

Sales Representative

Accountant

Production Manager

Receptionist

2. One more interactive game is “Who am I?”. Here the following ready— made cards are delivered to each learners. After 3 minutes they are asked to tell by role playing.

3. The game called “What were you doing when the teacher came in ? ”

Here learners get a situation with pictures. The partners take these cards, after reading the situation they should make up a dialogue.

Your task is to find rhymes to the words on the topic “Seasons”. Each rhyme is 1 point.

Bruit - fruit	rice - ice
Reason - season	ball - fall
Hinter - winter	our - flower

Bring - spring	remember - November
Drummer - summer	such - March
Leather - weather	day - May
Bold - cold	soon - June
No - snow	train - rain

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INCREASING THE CREATIVITY OF PRIMARY SCHOOL STUDENTS THROUGH LOGIC EXERCISES

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ABSTRACT

Logical exercises are one of the most effective ways to shape students' independent thinking. Because in the process of performing the exercises, when students react to each event, the student develops creative and independent thinking, expresses his positive or negative attitude to a particular event, vocabulary increases. This article discusses how to increase the creativity of primary school students through logic exercises.

KEYWORDS: *Logic, Thinking, Logic Exercises, DTS, Text, Method, Reproductive Exercises, Creative Exercises.*

INTRODUCTION

After gaining its independence, the Republic of Uzbekistan has had its own path of economic and social development. The factor of independence has necessitated a radical overhaul of the education system. The Law on Education, the National Program for Personnel Training, and the selection of the goals, objectives, content, form, means, and principles of pedagogical technology education have become a priority. Mother tongue education in primary school enables children to expand their thinking, to think freely, to understand the opinions of others, to express their opinions fluently orally and in writing, to communicate freely with members of society. Its acquisition serves to develop skills and competencies. Today, mother tongue education is seen not as a subject but as an educational process that organizes the entire education system. Indicators of the standard of mother tongue education are defined in terms of teaching the child to think, to understand the expressed idea and to express their opinion in a literate, logical sequence. In grades 1-3, students should be able to work on a text, consciously articulate the content of a text, perform text tasks freely, articulate an idea based on a text consistently and logically, and linguistically analyze the text. In the words of the first President of the Republic of Uzbekistan I.A. Karimov: "Independent thinking is also a great asset." The speech of a student who thinks independently and understands the content of the text will be fluent and attractive. Today, working on the text is one of the most important issues in mother tongue education. The text, with its content and requirements, cultivates a creative person, a perfect person who thinks freely and independently. The study of the text and its linguistic features in accordance with the requirements of today, new pedagogical technologies and times is the relevance of the topic. [1]

Logical exercises regulate children's knowledge of things and the environment and teach them how to think correctly. When a student comes to school, even though he has a lot of vocabulary, he usually does not know how to use the methods of comparison, contrast, generalization,

grouping of thinking (especially the object of cognitive activity is not a specific subject, the words that express it if). The task of logic exercises is to teach children to distinguish important and general from objects and events, to express them in words, to enrich the knowledge of children materially and mentally by teaching them a system of logical methods. Logical exercises play an important role in the overall development of children's vocabulary and language and are linked to vocabulary work and other language activities. The following rules are included in the curriculum for the purposeful organization of mother tongue education: "In addition to developing the basic types of speech activities in primary school mother tongue education, the following important issues are also addressed: the formation of moral and aesthetic perceptions in children; to give children an understanding of the environment, people, nature and society; fostering a sense of sophistication; teaching logical thinking; teaching children to read consciously, to speak and write fluently. Each generation has a task to study, assimilate and develop all the riches and knowledge created by mankind. The development of life and the development of society is unimaginable without it. The only way to accomplish this task is to thoroughly equip the younger generation with the basics of science by constantly improving the education system. After all, the pursuit of science shapes a person's beliefs and worldview, and leads to spiritual and moral maturity. In the primary grades, students have limited opportunities to learn their mother tongue. They are unable to effectively use the methods of mental activity that are critical to learning language phenomena: analysis, observation, comparison, grouping, aggregation, and generalization. One of the characteristics of primary school students is that they develop the ability to quickly perceive certain things, to think about specific things. Language phenomena cannot be mastered without relying on this important method of mental activity. Through observation, the student goes through the events of language one by one, thinks about them, and on this basis makes certain generalizations. It is known that the main purpose of today's educational process is to prepare students to find a worthy place in the micro-society. However, it is no secret that science experts, as well as school teachers, make some mistakes in distinguishing between "exercise" and "assignment", "reproductive exercise" and "creative exercise". This is probably because the nature of the assignments given to students is not fully disclosed. Indeed, it is surprising that all the tasks performed in the classroom are of a reproductive nature. One of the main ways to get out of this difficult situation is to correctly delineate the specifics of the "exercises", to know exactly how to perform each type of exercise, to distinguish them from each other, to classify their importance in student activities. It is to show. Therefore, it requires a systematic analysis of the characteristics of students' thinking and cognitive activity. Is cognitive activity a function of pure thinking or is memory also involved in the cognitive process? It turns out that working on algorithmic exercises in mother tongue education in primary school is a complex methodological phenomenon. In language education, working on ready-made texts and text formation (composing a text) should be the leading method of teaching the mother tongue. By analyzing different texts, involving given linguistic arguments, and composing new words, it is possible to enrich the language with figurative expressions, various syntactic devices, which are considered to be the cream of the crop. Therefore, in the process of mother tongue education, it is useful to teach students linguistic concepts, their structure and how to use them in speech. Most importantly, the more a child learns linguistic concepts, the more he or she will learn the secrets of creativity. Methods of word analysis in the process of learning the native language in the context of learning, such as the analysis of words in terms of syllables and sounds, the separation of the core and constituent suffixes of the word, noting the similarities and differences of different syntactic units also

participates. The more consciously a child feels and uses linguistic concepts in performing a task, the more effectively he or she will solve the task. Hence, another important aspect of this type of activity is explained by its practical significance; In educational activities, the child participates as an object of education, and in cognitive activities as a subject of education. Participation in the functions of the object or subject of education are the next differences between these two activities; we see another difference between learning activities and cognitive activities at the level of children's independence. The analysis shows that children's learning is a complex phenomenon and has its own components: motive, purpose, means, outcome. Motives motivate learning activities. The goal is a preconceived result. The result becomes a tool when it comes to learning. The child has the knowledge, methods of work, methods of mental work at his disposal, which serves as a tool for the implementation of this or that problem, the learning task. There are a number of requirements that must be met in order to complete the assignments in the native language: the student seeks the appropriate knowledge to complete the assignment in his / her personal activity. Searching for knowledge from their own activities that will help them complete the task will increase students' ability to make choices; apply the learned knowledge and methods of work to familiar situations. Practices by applying knowledge and methods of work to familiar situations; to apply the learned knowledge and methods of activity to the unfamiliar learning situation. In this way, the student learns the methods of creative application of knowledge, comments; identify new features of the object (word or phrase, speech sound or syllable) being studied in the native language through the learning task. Through such an assignment, native language topics are explored in a creative way. Focusing education on creativity develops students' ability to think independently. Independent thinking plays an important role in human life. Because free thinking not only helps to master the subject, but also to develop the student's thinking. Independent thinking is a mental activity that, as a unit of human sensory organs and mental activity, is carried out independently using mental operations such as analysis, generalization, inductive and deductive reasoning, comparison, clarification, abstraction. It is well known that students have a number of tools for developing independence. In the process of teaching the native language, students can improve their independent thinking on the basis of the following methods: by working on the meaning of words; react to events; create text based on pictures; organization of various didactic games. each of the methods listed above has its place and position in shaping students' independent thinking skills. [2,3]

1. Create a group of items related to the topic: outerwear (coats, shirts, ..) and shoes (boots, shoes, ..) such as pets and wild animals. The children are taught to answer the question "What is this?": What is it? - An apple. What is an apple? - Fruit.

2. List things of the same type and name them in a general word. For example, how to name onions, potatoes, tomatoes in one word? (Vegetables)

3. Separate those that do not belong to a group from the given items. For example, a pen, a ruler, a pencil, a rose are shown, students separate the teaching aids, they say that a rose is not included in the textbook, it is furniture. This exercise can also be done as a game: you need to give certain words, find the excess and explain why it is superfluous: swallow, sparrow, cat, music.

4. Divide subject names and descriptive words into groups. The words are apple, pomegranate, pear, peach, melon, watermelon, and handalak. Students name the fruits: Apple, pear, pomegranate, peach, ...; They write the names of melons: watermelon, melon, handalak, ...

The words denoting the object sign are also given mixed, the children are divided into four groups (color, taste, shape, feature).

5. Generalization by contrast: swallows, sparrows, nightingales - what about birds, chickens, roosters, turkeys? (Birds.)

Logical exercises should be meaningful, relate to the student's experience, teach them to think correctly, clarify their knowledge, and serve to organize. Such exercises are used in other lessons, as well as in reading and grammar lessons. Logical exercises are used to learn, consolidate, review, test, and generalize language skills. They are also a leading factor in the development of orthoepic, spelling, methodological, punctuation and similar skills in children. Therefore, only a teacher who fully understands the essence of logical exercises, has knowledge of their construction, can distinguish their types, and has the technology to systematize them, can use them effectively. The following logic exercises can be used in native language and reading lessons: [4]

1. Create a story based on a picture. It presents a series of pictures appropriate to the age of the students and consisting of objects they have seen in their lives. Students compose a story and name it.

2. Working with mantles. Students are given a text. They read the text and write the nouns in the first column, the adjectives in the second column, and the verbs in the third column. The student who participates in the exercise exercises according to his / her imagination.

3. Find a synonym. Students will be introduced to the topic. Students should find synonyms for these words. For example: large-; beautiful-; yurt-; kind -... [5]

In short, the goal of education is achieved not through one or more exercises, but through the application of a system of science-based exercises to the educational process. The set of exercises is an open system, which is a natural continuation of the previous exercises, the basis of subsequent exercises. In the context of education, children's learning activities take the form of recollection of knowledge and creativity. Recalling the learned knowledge means the repetition and activation of the necessary knowledge in the process of practice on this or that topic. That is why every educator should work effectively with logical exercises in their lessons.

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METHOD OF CHANGING THE PARAMETERS OF THE PLOWING DEVICE LEMEX

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ABSTRACT

In agriculture, it is necessary to improve its quality by processing the soil and improving the soil fertility of the land plots intended for cultivation, since any agricultural machine is used to increase the soil fertility of the land plots allocated for the cultivation of a particular product. Our experiments were carried out on the territory of the Jarkurgan District of the Surkhandarya region for the cultivation of one type of product. For cultivation of potato crop, the experiment was carried out on the ground field "Romana" potato variety was selected. Based on our experiments, we used two types of Lemex for plowing devices, namely the current lemex and the lemex, which are recommended for the experiment in the process of soil tillage, and analyzed the efficiency of soil tillage.

KEYWORDS: *Lemex, Land Area, Potato, Plowing Device, Mathematical Analysis.*

INTRODUCTION

Today, in the world, various food products are grown in agriculture, in particular, in the process of cultivation of potato crops, land plots are prepared, for this purpose, the fields emptied from autumn crops are thoroughly watered, after plowing they are made boron(Alimnazarov Olim, Shamayev Yigitali, 2021) [1].

The main part of the potato product grows under conditions with high humidity, and 70 – 75% of the product they give consists of water. The potato node contains 25% dry matter, 14 – 22% starch, 1,4 – 3% protein, wood around 1%, 0,3% fat and 0,8 – 1% Ash and various vitamins. The root is 30 cm, then penetrates a distance of 50 cm. Potato tubers make up 8 – 10% of the terrestrial stem. The stem is well formed in light coarse soil, therefore, we chose two different types of "Lemex" for a tractor of one type and its plowing device to improve soil quality during agro technical processing on crop areas for the cultivation of this potato variety. The experiments were conducted in the Jarkurgan District of the Surkhandarya region in practical conditions. To

increase the yield of agricultural products, agro technical processing of the soil before planting is considered necessary (Alimnazarov Olim, Nomozov Jasur, 2020) [2]. The main emphasis in soil processing should be placed on protecting the soil, maintaining its fertility, if possible, restoring it (Mari J.A, Tagar A.A, Chandio F.A. and Hanif M., 2014) [3]. For this purpose, it is necessary to use both traditional and rational use of resources methods of soil tillage.

When working with any agricultural machinery, it is necessary to choose a machine equipped with a working part, which will be affected by the method that is suitable for the condition of the soil in local conditions.

In the process of agrotechnical plowing into the soil, using the tractor and its plowing device, "Lemex" in the plowing device performs the main task when driving the soil at a depth of more than 30 cm, that is, when processing the soil with plow, it separates the layer of soil from the edge. Experimental studies justified the depth of processing at the 10 – 12 limit. The width of pulling 5 cm and angle is between 7,5-10 cm. Economic tests have shown that the developed front plow reliably performs the specified technological process and its performance indicators meet agrotechnical requirements (Uktam Umurzakov, Farmon Mamatov, Bakhadir Mirzaev, 2021) [4]. In this process, during the experiment, the mechanical components of the crop area soil allocated for potatoes were conducted on a tractor of the brand MTZ Belarus 1025.2 on a simple light sandy soil based on external signs. Technical characteristics of this tractor: the working width is 2790 mm, the length is 4120 mm, the height is 1970 mm and the weight is 3750 kg, the capacity is 107 horsepower, that is, 79 kW, and the fuel capacity is 130 liters. The tractor engine is economical, that is, the priority of the working life is provided. Its plowing device is characterized by the coverage width of the plow body, plow depth, angle of inclination of the lemex plug to the plow wall, and angle of inclination of the lemex to the bottom of the plow, as well as The Shape of the working surface. The coverage width of the hull in ordinary plowers can be mainly 30, 35, and 40 cm, in special plowers up to 45, 50, 60, and 75 cm. The reason for the production of many types of enclosures, the width of which varies among themselves, is the need for plowing the land areas at different depths, depending on the local soil conditions and the type of crop being planted. The maximum driving depth should not exceed 79% of the body coverage width, that is $b = 1,27a_{max}$. So, studies $a = 27$ cm show that it is assigned a depth plowing if $b = 1,27a = 1,27 \cdot 27 = 35$ cm $a = 30$ cm is required, then $b = 1,27 \cdot 30 = 40$ cm indicates the need to use a plow mounted on the body.

The plowing device is depicted on the body part (Figure 1). According to him, lemex cuts off the soil layer from the bottom separate it from the ground, and passes it to the slab. In the process of work, the dense soil is silenced with great pressure along the surface of the lemex, as a result of which its teething is quickly eaten, becoming impenetrable and narrow. The resistance to the drag of the impassable lemex plowder can sharply increase by up to 30%. The shudder, whose lemex remains impenetrable, not only increases drug resistance, but also makes it difficult for him to sink to the appointed depth, and smooth movement is not ensured.

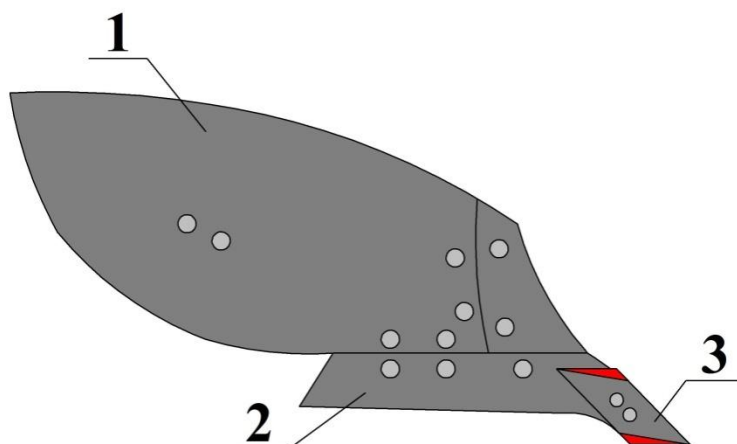


Figure 1. Body parts: 1) agitator; 2) lemex; 3) dolota

The form of Lemex is selected according to the type of plowing soil. Since there are a lot of types of soil, lemex also has different forms: trapezoid, nebula, triangular and other species.

Lemex is considered resistant to ingestion under the influence of abrasive elements contained in the soil.

It is known that the coefficient of friction of the soil with the soil is 1,5 – 1,8 times greater than the coefficient of friction of the soil on steel, so the drag resistance of the plow increases. For this reason, depending on the application of this type of lemex in the treatment of light-grained soils, its durability was increased by the thermal treatment of its material. As a result of this, the introduction of lemex into agriculture is considered to be more robust than the current lemex used in local conditions.

Materials and methods

In the plowing, that is, in the cultured land, in the local lanes, the plowing is overturned by turning the powder up to 130° – 140° . In the process of processing, where the turning angle is greater, large cuttings are formed according to the structural structure of the soil. This is considered ineffective in the cultivation of potato products. We changed these indicators in the course of the experiment to 120° – 130° , as a result of which we took into account the presence of abrasive elements that cause the ingestion of lemex of the plowing device in the composition of light sandy soils, depending on the composition of the soil (Bogunovic, 2017) [5]. In the process, we subjected lemex to thermal treatment and increased its resistance to ingestion. As a result, we achieved a rapid ingesting of the lemex tic portion. If the process of ingestion is observed on the part of the lemextig, various tensile forces are formed in the process of agrotechnical processing of the tractor into the soil, which causes a lot of waste of fuel. The following experiment showed an effective result on light sandy soil.

Agricultural tractors are considered to be important in this process. Improving all the physical properties of the soil is very important for optimizing work efficiency and fuel consumption. In the process of agrotechnical processing, plowing operations on agricultural machines are as follows:

- Return the used soil to the bottom so that it is delivered, through which the surface that serves as the main nutrient is treated with soil;

•Transfer to the bottom of the mineral fertilizer on the soil surface and through this increase the amount of nutrients contained in the soil.

In agriculture, tractors are widely used in the preparation of various tasks, in particular, bringing the soil to the desired quality in the processing of the soil, increasing its productivity and the process of seasonal cultivation of cultivated fields (Karimi I., Seyedi S.R.M. and Tabatabaekoloor R., 2012) [6]. The range of work performed in this process is carried out by plowing the surface foundation layer of the soil based on a certain depth. In such cases, fuel consumption in tractors varies depending on soil composition, soil moisture, machine type, and volume quality.

The amount of moisture is inversely proportional to the depth of the forces of the soil. The moisture and depth of the soil condition affect the power that the tractor consumes. Soil tillage is the process of creating favorable conditions for planting and improving the quality of the soil for its germination and feeding the plant roots of the soil with the necessary amount of oxygen. As a result of processing into the crop area with the help of a plowing device, such properties as the physical condition of the soil, porosity, and penetration of the soil are improved. Therefore, we conducted our research in the Jarkurgon District of the Surkhandarya region on the ground floor of the experiment prepared for the cultivation of potatoes of the Romana variety.

Experimental work was carried out taking into account some physical properties of soils in the cultivation of these potato varieties. Table 1 shows some physical properties of Central Asian soils.

TABLE 1. SOME PHYSICAL PROPERTIES OF CENTRAL ASIAN SOILS

Types of soil	Volume weight, g/cm ³	Specific weight, g/cm ³
Light	1,1 – 1,3	2,63 – 2,67
Medium	1,4 – 1,6	2,60 – 2,65
Heavy	1,7 – 1,8	2,68

One of the properties that determine the moisture content and air capacity of the soil is porosity, it is determined on the following (1).

$$A = \left(1 - \frac{\nabla}{\Delta}\right) \cdot 100\% \quad (1)$$

Here, ∇ – volume weight of soil; Δ – comparative weight of soil.

The amount of soil density depends on the type of mineral and organic substances that are part of the soil. For Mineral soils, its value varies from 2,4 to 2,8 g/cm³. The density of soils is used to determine the porosity of the soil and its full wetness.

The density of soils is 0,9 – 1,8 g/cm³, depending on the mechanical composition. Soil porosity is equal to the sum of the volume of all porous in the soil and is measured in percent relative to the total volume of the soil.

Soil porosity is divided into capillary and no capillary types. Capillary porosity will be equal to the volumes of voids between the capillaries of the soil. Nacapillary porosity is equal to the size of large gaps. The sum of the porous species is the total porous and is determined by (2) below.

$$A = \left(1 - \frac{\gamma}{\mu}\right) \cdot 100 \quad (2)$$

Here, γ – volume weight (soil density); μ – density of solid phases of soil.

Mechanical characteristics

Fuel consumption. Processing length (for sample 100 meters distance) is determined by the fuel consumption (3) which goes to work (Asharifi, S.K., 2009).

$$Q = \frac{R \cdot 1000}{W \cdot D \cdot 100}, \quad L/ha \quad (3)$$

Here, Q – consumed fuel, L/ha ; R – (100 m) soil processing length consumable fuel; W – machine width (m); D – soil processing length (100 m).

Practical speed: the depth of soil tillage and the practical speed of soil tillage were determined in the experiment. The processing depth for the soil was repeated three times for a distance of 100 m depending on the moisture content of the soil and was determined by the practical speed (4) using this equation (Alsharifi, S.K., 2009).

$$v = \frac{3,6 \cdot d}{t} \text{ km/hr} \quad (4)$$

here, v – practical speed km/hr ; t – practical time hr .

Theoretical speed: without plowing the soil, only the device touches the soil at a speed of 3 km/hr during soil processing, and for a distance of 100 m the depth of processing to the soil moisture was repeated three times. The theoretical speed calculation was determined by the following equation:

$$V = \frac{3,6 \cdot D}{T} \text{ km/hr} \quad (5)$$

here, V – theoretical speed km/hr ; T – theoretical time (hr).

(6) with the help of the equation, the calculation of the silage percentage was performed as a result of practical and theoretical speed:

$$S = \frac{V \cdot v}{V} \cdot 100 \% \quad (6)$$

(7) with the help of the equation, the calculation of the percentage of power spent as a result of silencing is performed (Asharifi, S.K., 2009) [7].

$$P = \frac{F(V \cdot v)}{270} \text{ kw} \quad (7)$$

here, P – expended power (kw)

Machine efficiency

The efficiency of the machine is the ratio of the power that the machine spends for processing for a certain period of time to the theoretical consumable power of the machine (Alsharifi, S.K.A. Mousa, A. and Manhil, A.T., 2019) [8].

Theoretical size of the machine. The theoretical size of the machine – this working speed uses the full width of the device and the time of departure and is determined by (8) as follows:

$$T = \frac{S \cdot W}{C} \quad (8)$$

here, T –theoretical size of the machine; S –speed used; W –cutting width of the tool; C – coefficient of exchange.

The effective size of the machine is the actual stage of performance of the work and it is determined by (9) as follows (Oduma, O. Igwe, J.E. and Ntunde, D.I., 2015). [9]

$$E = \frac{A}{T} \quad (9)$$

here, E –effective size of machine; A –distance (hr); T –time (hour).

The calculation of the efficiency of the machine is determined according to (10) as follows.

$$F = \frac{E}{T} \cdot 100\% \quad (10)$$

Harvest and its components

Percentage of potato germination. Potato germination considering that the feed of agates is 60 cm, Agate should contain up to five potato germination at a distance of one meter.

Plant height. The height of the potatoes is measured by a ruler from the soil and this is repeated three times until the harvest is ready.

Potatoes with a weight of 1000 kg. For ten potato tubers, random samples were taken, taking into account that the weight of the potato crop in one meter is an average of 5 kg, the theoretical calculation requires an average of 50 square meters of land for 1000 kg of potatoes.

•**the amount of potatoes in a bush.** If we take as an average of 4 pieces of potatoes in a bush seed theoretically, then for ten Bush random samples make an average of 20 grains.

•**potato yield.** Random samples if we take an average of 4 pieces of potatoes in a bush seed theoretically, random samples for ten Bush per meter were an average of 20 grains, which made it possible to save the land area and grow more potatoes than in the previous method of planting.

Physical properties

Physical properties of soils were determined, six randomly selected area soil samples were obtained by the tractor hydraulic fixture with a diameter of 10, 14 and 18 cm for the three processing depths identified in the experiment. In soil samples of different depths obtained in the experiment, 12 – 14% humidity was determined (Behzad, S. Ahmad, G.A., 2014). [10]

Soil moisture: Samples were taken to measure soil moisture. Surface layer, soil samples of 10 cm, 14 cm and 18 cm were taken and dried in an oven of 105°C. The moisture content of soil samples is determined according to the following (11) (Dehroyeh, M., 2015). [11]

$$W = \frac{\alpha}{\beta} \cdot 100\% \quad (11)$$

here, W –percentage of soil moisture; α –wet soil weight; β –dry soil weight.

Density of soil mass: To measure the total soil density, three different soil samples were collected from parts of the Earth. The collected samples were dried at 105 °C for 48 hours. The mass of dried soils was weighed on the scales, the density of the soil mass was determined according to the following (12) (Langston, A.S., 2014). [12]

$$P = \frac{M}{V} \quad (12)$$

here, P –density of dry mass (mg/m^3); M –dried soil sample weight (mg); V –the total volume of soil sample (m^3).

General porosity of soil. Determination of the total porosity collected for each of the soil samples was calculated using the following equation, the approximate particle density $2,65 \text{ mg/m}^3$. The general porosity of the soil is determined by (13) as follows (Anna, J. Helfrich, M. Hanisch, S. Quendt, U. Rauber, R., 2010). [13]

$$T = \left(1 - \frac{P}{S}\right) \cdot 100\% \quad (13)$$

here, T –total porosity of soil (%); P –the density of dry mass (mg/m^3); S –partial density (mg/m^3).

Lemexes and their materials

The most important direction in increasing the technical level of soil processing machines is to increase the reserves of their working bodies (Петровский, Д.И., 2015).

When grinding the soil with agricultural machinery, its parts are ingested due to the friction force, so their introduction or complete repair is required. In the process associated with increasing the priority of machines working bodies and spare parts is necessary to determine the legislation of their ingestion. In this process, there is a need to develop a framework for calculating the strength of working bodies.

The work surfaces are determined by the relative form and nature of the grinding of the particles, depending on the ingestion, under the influence of friction with abrasive particles in the soil and the relative speed of movement. The wear-out nature of the parts of the working bodies of agricultural machinery depends on the soil conditions and the resulting pressure of the soil on the working surface (Severnev M.M, Podlekarev N.N., Sokhadze V.S., Kitikov O.V., 2011) [14] and (Blokhin, V.N., Prudnikov S.N., Parshikova L.A., 2015). [15]

The results of the determination of the absorbent particles contained in the soil and their ingestion under the influence of friction by the relative speed of movement showed that lemex is proportional to the pressure of the soil on the working surface in relation to the impact.

$$I = k \cdot N \quad (15)$$

here, k –proportional coefficient; N –normal strength.

Depending on the speed of movement of the abrasive particle, the equation of ingestion of lemex is expressed.

$$I = \mu \cdot V \quad (16)$$

here, μ and b are the constant coefficients associated with the physical and mechanical properties of the soil.

The result of the study showed that in order to achieve the performance life span of the replaceable components of agricultural machinery, in terms of their surface finish and economic efficiency, it was required to increase the strength of its thermal treatment to the working surfaces and its birkness to external influences (Канаев, А.Т., 2018).

Comparing the results of thermal treatment of the samples made of 65G steel material to the surface layer studied in the experiment with the results of five options, taking into account the characteristics of high strength and plasticity for the variable parts in the heavily loaded effect of the working parts of the machine tools for cutting into the soil, we have (Алимназаров Олим Менглибоевич, Шамаев Йигитали Джумаевич, 2020).

As a result of the extremely rapid heating speed that occurs in plasma, its transformation passes to a high temperature, and this thermally active process strongly affects the kinetics of the emergence and growth of new phase nuclei. The link between the degree of nucleation of austenite and the rate of their growth changes, and the increase in temperature, the process of nucleation of austenite occurs faster than their acceleration, and the increase leads to the formation of a small-grained ostenite, from the rate of growth of nucleation, that is, the quantitative increase, and turns into a high-dispersion martensite.

Agriculture requires energy and material up to 45-50% of the consumption of fuel and lubricants. Since the annual consumption of the replaceable components of the working bodies of soil-processing machines in agriculture is high, it is important to reduce the operational costs in the soil-processing process and to increase the tolerance to external influences, and to reduce the cost of spare parts, as well as to increase the level of competitiveness.

In the process of soil tillage in agriculture, it is necessary to ensure the durability of the product material at the level of 1500 – 1800 MPa. The impact strength should be at least 0,8 – 1,0 MJ/m and the possible maximum surface hardness should correspond to the values of 60 – 65 HRC (Шилов И.Н. и др., 2010).

The replaceable parts of the working bodies of agricultural machinery are traditionally made of st6, U8 and other steels with medium or high ugler capacities. The plowing device, which is part of the replaceable parts of the working bodies, whose surface hardness is increased in plasma, is made of lemexi 65G manganese steel, the chemical composition of which is given in Table 4.

TABLE 4. CHEMICAL COMPOSITION OF LEMEX MATERIAL (%)

C	Mn	Si	P	S	Ni	Cu
0.63	0, 1.2	0.35	0.031	0.029	0.25	0.19

Mechanical properties of the steel material, which is treated with a hardening temperature (hardening up to 800 – 820 °C). The process after lubrication (cooling in the air up to 340 – 380 °C) is shown in Table 5.

TABLE 5. MECHANICAL PROPERTIES OF 65G STEEL DEPENDING ON THE TEMPERATURE HEAT

Test temperature, °C	σ , MPa	δ , %	γ , %	$\sigma_{0.2}$, MPa
Oil hardening in the range of 830 °C. Cool in the air in the range of 350 °C				
200	2200	15	44	1370
300	1670	19	52	1220
400	880	20	70	980

TABLE 6. MECHANICAL PROPERTIES OF INVESTIGATED STEEL

σ_T , MPa	σ , MPa	δ , %	γ , %	HRC, mm
1220	1470	5,0	38	49

TABLE 7. THE MEASUREMENT RESULTS ARE SUMMARIZED

	Sample order number					
	1	2	3	4	5	6
Working surface, HRC	48,1	50,1	50,7	49,7	48,9	49,2
Back surface, HRC	47,9	50	49,8	46,4	47	46,3

The working surface hardness of lemex is 49 in the range of HRC values ... If it is equal to 51, the reverse side hardness is 46 in the range of values HRC... It will be equal to 50. We can conclude that the hardness of the working surfaces is due to abrasive particles of the soil environment and the phenomena of hardening of this surface in the influence of plastic deformation. 750... At an incomplete temperature at 770 °C, the steels are subjected to thermal treatment by heating the hypoeutoid, then 150 ... Increased hardness at low temperature with a temperature of 200 °C (А.М. Михальченко, В.Ф. Комогорцев, Д.А. Капошко, 2004) [16] and (А.М. Михальченко, 2012) [17]. Uneven ingestion of lemex on the working surface is explained by the difference in soil pressure, but this phenomenon can be due to the difference in mechanical properties in certain areas of the working surface.

Results

In order to solve the existing problem on the basis of the research, we selected the potato variety “Romana” in the field of experimental land of Jarkurgan District of Surkhandarya region and used two types of “Lemex” for plowing equipment, namely the current lemex and the lemex recommended for experiment in the process of soil tillage (Figure 2) and analyzed the effectiveness of soil tillage.

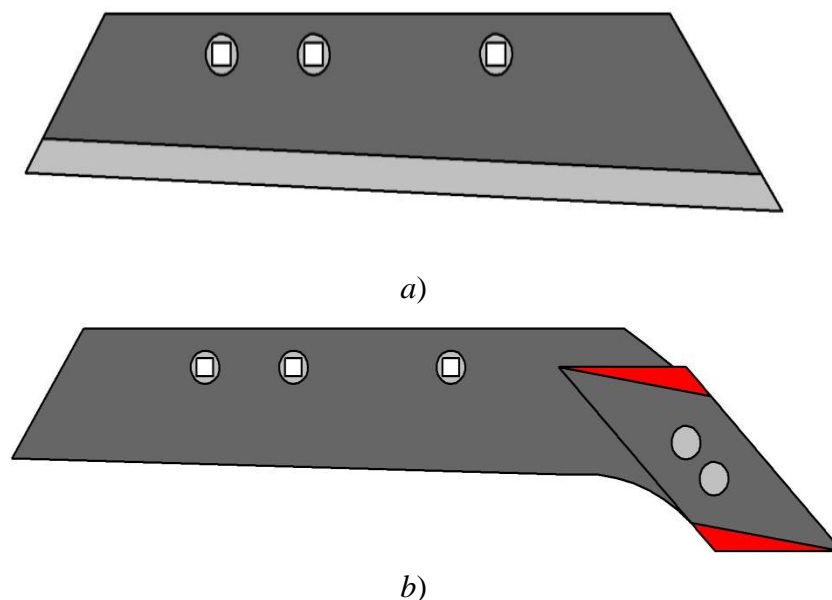


Figure 2. Lemex: a) current lemex; b) recommended lemex for experimentation

The methods of mathematical statistics were used to determine the effectiveness of the results obtained in the above studies and to prove the ideas put forward and to process the results of the experiment. One of the methods of Mathematical Statistics Student statistics was used in carrying out the work carried out in our research work. For the purpose of comparing the effectiveness of current and experimental lemeches, the average value of potato yield yield is obtained according to (1):

$$\bar{X} = \sum_i^N \frac{X_i}{N} \quad (1)$$

In the analysis of the experimental work in four stages, the following mathematical statistical formulas were used:

The first stage. (2) and (3) indicators for determining average values.

$$\bar{X}_\tau = \sum_i^N \frac{X_i m_i}{N} \quad (2)$$

$$\bar{X}_\sigma = \sum_i^N \frac{X_i m_i}{N} \quad (3)$$

Here X_i – is an indicator of samara, they accept 3 (satisfactory), 4 (good), 5 (excellent) values. m_i – is the number of repetitions of the work process, N – is the number of samples involved in the experiment.

(4) and (5) represent selective dispersion in experimental – test cases.

$$S_\tau^2 = \sum_i^N \frac{m_i (X_i - \bar{X}_\tau)^2}{N} \quad (4)$$

$$S_\sigma^2 = \sum_i^N \frac{m_i (X_i - \bar{X}_\sigma)^2}{N} \quad (5)$$

The second stage. (6) the average value evaluating the productivity efficiency of potato product is the ratio of the average arithmetic values of the current and experimental lemex, that is, the effective coefficient.

$$\eta = \frac{\bar{X}_\tau}{\bar{X}_\sigma} \quad (6)$$

Here, \bar{X}_τ – effective average arithmetic value of current lemexes; \bar{X}_σ – effective average arithmetic value of experimental lemexes.

The third stage. (7) and (8) the unknown middle values of the head bundles are confidence intervals for a_τ and a_σ :

$$a_\tau = \left[\bar{X}_\tau - \frac{t}{\sqrt{N_\tau}} \cdot S_\tau; \quad \bar{X}_\tau + \frac{t}{\sqrt{N_\tau}} \cdot S_\tau \right] \quad (7)$$

$$a_{\sigma} = \left[\bar{X}_{\sigma} - \frac{t}{\sqrt{N_{\sigma}}} \cdot S_{\tau}; \bar{X}_{\sigma} + \frac{t}{\sqrt{N_{\sigma}}} \cdot S_{\sigma} \right] \quad (8)$$

here, t – the probability of confidence in the normalized deviation is determined on the basis of β . For example, if we take $\beta = 0,95$, then $t = 1,96$.

The fourth stage. The theory of the equality of the mean values (9) was taken as an anti – dependence theory (10) on it.

$$H_0: a_{\tau} = a_{\sigma} \quad (9)$$

$$H: a_{\tau} \neq a_{\sigma} \quad (10)$$

In relation to the above theory, we will examine Student statistics (11).

$$T = \frac{|\bar{X}_{\tau} - \bar{X}_{\sigma}|}{\sqrt{\frac{S_{\tau}^2}{N_{\tau}} + \frac{S_{\sigma}^2}{N_{\sigma}}}} \quad (11)$$

if we adjust the points to the Student statistics, then $T > T_{0,95}(k)$, then H is accepted, otherwise H_0 is accepted. Student criterion here is the degree of freedom. To calculate it, the following (12) formula was used:

$$k = \frac{\left(\frac{S_{\tau}^2}{N_{\tau}} + \frac{S_{\sigma}^2}{N_{\sigma}} \right)^2}{\frac{\left(\frac{S_{\tau}^2}{N_{\tau}} \right)^2}{N_{\tau}-1} + \frac{\left(\frac{S_{\sigma}^2}{N_{\sigma}} \right)^2}{N_{\sigma}-1}} \quad (12)$$

DISCUSSION

Fuel consumption. At the impact of the soil on the access corners of the plow, the yield showed 9,958, 10,375 and 10,891 *L/ha*. The fuel consumption was reduced as the soil resistance of the shudder was high and the lemex strength recommended for the experiment was ensured.

Percentage of action. As a result of the decrease in the percentage of movement, it has led to an increase in soil tillage distances. In different processing, processing distances were equal to 8.935, 9.653 and 10.682%, respectively. This is due to the fact that as a result of the processing resistance strength of the soil, the processing distances and silage led to an increase in the coefficient. It was shown that the plow was significantly more effective because the access angle to the soil was reduced and was 9,303% and 10,264% respectively.

Machine efficiency. When using lemex recommended for the experiment, the efficiency of the machine showed an effective result of 14%.

CONCLUSION

As a result of the conducted research, we have been experimenting with increasing soil fertility by changing and adding additions to the parameters of the plowing device of the soil-processing tractor in the cultivation of potatoes of the “Romana” variety in the conditions of the Jarkurgan District of the Surkhandarya region. In the course of the study, we achieved the following results: the quality of the soil showed a significantly effective result as a result of the use of lemex recommended for experimentation in the conditions of the area where the study was

conducted. In this process, the fuel consumption and the working bodies of the soil-processing machine are replaced, in particular, the lemex part of the plowing device compared to the working life achieved extended. Therefore, as a result of this experiment, the cultivation of potatoes of this variety on light sandy soils showed an effective result.

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CHOOSING THE MOST OPTIMAL OPTION OF THE INVESTMENT PROJECT

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ABSTRACT

Given the specifics of the economy of industrial enterprises, the results of research on the evaluation of the sources under consideration for financing the renewal of the current structure do not allow to conclude that in different conditions any type of financing in industrial enterprises is the most economical.

KEYWORDS: *Economy, Industrial Enterprises, Financing, Investment Projection, Optimal Option, Interest.*

INTRODUCTION

If the economic situation is assumed to be unchanged, the most optimal unit of performance is achieved in the use of financial leasing, taking into account the assets of the lessee in place, which is not in the interests of the lessee. The second - the purchase of rolling stock at its own expense, the third - the purchase of rolling stock at the expense of a long-term bank loan, as well as the last - the use of financial lease, taking into account the availability of the leased asset on the lessee's balance sheet. Such results were obtained for conditions that reflect the specifics of the economic situation in the field of investment financing in existing industrial enterprises. The stratification of alternative investment financing options may look different when changing loan rates, leasing interest rates, discount rates. It should be noted that the depreciation fund created to solve the relevant problems in the technical re-equipment of industrial enterprises and infrastructure financing plays an important role and requires more capital capacity than industry, and the widespread use of financial leasing may reduce the importance of this source of funding. [1]

Currently, there are few sources of financing in the system of industrial enterprises, the most important of which is the use of own funds. The reason why industrial enterprises without state participation are used for technical re-equipment and innovative development is not due to their insufficiency, but to the lack of other resources or the very low capacity to attract them. The transition to innovative development is certainly difficult, with the state taking on the responsibility not only of its organizer, but also of the initial risk reduction along with the investor. [2]

In order to choose the most optimal option for an investment project, it is necessary to take into account the incompatibility of the interests of its participants. Therefore, the economic feasibility

of the project is determined using a system of indicators that reflect the ratio of costs and results, taking into account the interests of project participants. The efficiency of investment sources is divided into: [3]

- commercial efficiency, which is determined for the direct participants, taking into account the financial consequences of the project;
- budget efficiency - an indicator reflecting the financial consequences of the project for the national and regional budgets;
- economic (social) efficiency - consists of the costs and results associated with the implementation of the project, the investment goes beyond the direct financial interests of the project participants and can be evaluated.

The calculation of project efficiency is carried out using an appropriate system of performance indicators.

If different options are considered in the project analysis, the alternative price should be evaluated according to the most beneficial option for the economy. Therefore, in the evaluation of infrastructure projects, it is necessary to take into account all types of efficiency in all sectors of the economy they serve. [4]

As a result, tasks at the regional level are evaluated on the basis of commercial efficiency, and at the sectoral level in terms of economic and budgetary efficiency.

The development of industrial and agricultural production in a number of regions of the country is carried out on the basis of special state programs, which requires the construction of a network to increase the volume of transportation of finished products, raw materials and fuel and energy products: additional highways, bypass roads, new routes. [5]

In our opinion, it is necessary to highlight the differential approach in the organization of financing the development of road infrastructure, which distinguishes the three main project groups. [6]

The first is single social Industrial Enterprises, projects of defense and regional significance, the financing of projects in most cases should be carried out by the state;

The second group of projects is projects to modernize and increase the capacity of existing infrastructure. [7]

The third group of projects is the development of new infrastructure of high commercial interest for private operators, construction and investment companies. The implementation of these projects will be carried out under a mixed financing scheme, which includes, as appropriate, the attraction of private and public investment, as well as the active use of organizational and legal mechanisms of public-private partnership, including long-term lease or concessions. In world practice, public-private partnership is successfully applied in both industrial enterprises. As a result of its use, the state performs the following functions: [8-10]

- Attracting private investment in areas previously only funded by the state;
- involvement of the best management staff, equipment and technologies from the private sector;
- rational distribution of costs and risks between the private investor and the state;

- Reducing the time of project implementation and improving the quality of direct customer service due to market orientation and the experience of a private partner.

The private partner, in turn, will have the following benefits:

- unimpeded access to the market of services of industrial enterprises, which is in constant demand;

- distribution of costs and risks with the state body;

- Minimum profitability of the project, state guarantees for partial or full return on investment.

It is clear that the most important aspect of public-private partnership is the optimal distribution of risks between these parties. The main part of the technical, production and market risks associated with the implementation of the project is usually covered by a private partner. The state bears political, legal and macroeconomic risks. [11-14]

Taking into account the specifics of modern enterprises, the acceleration of innovative developments can be achieved by attracting a large amount of investment resources in the context of limited or underdeveloped mechanisms of financial support for their investment activities. The current difficulties in attracting international financial resources are to some extent related to the relatively low level of competitiveness of local products and services.

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THE ROLE OF ATHLETICS IN THE SYSTEM OF PHYSICAL EDUCATION

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ABSTRACT

In this article, the term athletics is conditional, which does not shed light on the natural importance of all the exercises that go into this sport. At the same time, athletics is derived from the ancient Greek word athletics, which means "training", "struggle", "competition". In the system of physical education, thoughts are made about the role and importance of athletics.

KEYWORDS: *Gymnastics, Swimming, Fast Walking Along The Fight, Running, Jumping, Spear Throw, Physical Armies Energetic, Agile, Resistant, Athletics, Low-High, Running On The Spot (Cross), Spear Throw, Stone Throw, Hurdle.*

INTRODUCTION

The history of the origin of athletics exercises is very ancient it starts with Times. It is known that people have been supporting walking, jogging, jumping and jumping in labor and everyday life since ancient times as a natural necessary action. But many millennia have passed until the ulema became a painting as a means of physical education and as a kind of sport. Elementary team athletics exercise in the era of saltarni with the labor activity of people was connected. They began to be independent to some extent in Physical Education, close to the fact that humanity began to go to the Slavery Society. The richest and long-lived such a sports network is difficult to find. Knowing the history of athletics and the work of the past is a light athletics. Walking, jumping and throwing all this together with a man to give birth. The first games and competitions began with light athletics. As can be seen from archaeological excavations, BC is light in Asia, Africa, old Egypt and the Middle East as well as in the countries of the Far Eastern countries it is said that they were shocked by athletics. His Red Star burned from the cities of ancient Greece. Walking, jumping and throwing have made a significant contribution in Greece. Among other types of physical exercises, they took a great place in the instant preparation of the military body and became a significant part of the tribes and religious holidays. The most important of such tinctures are the games of olimpia. Legends, stories and other monuments of culture testify to the fact that the game has a lot of specific physical exercises. In many sources it is shown that in the people's lives there is a fast running, jumping to the length of the run, throwing stones and jogging. [1]

The great thinker scientist Abu Ali ibn Sina used a fertile range of gymnastics, swimming, fast walking along with wrestling, running, jumping, spear throwing lifting exercises in the treatment of patients. In the commander-in-chief of Jahongir, our grandfather Amir iron regularly used

athletics, running in a low-high position (cross), throwing spears, throwing stones, jumping over obstacles in order to train his troops with strength, dexterity and endurance. In 1916-th year on the run to the city of Fergana (Skoblev) comes the famous Lev Barkhash in Russia, he sets up the gang of enthusiasts in athletics, together with them the bicycle on the shore of the Margilan soy (Independence Street), adapts the exercise and racing game on the sport for the re-construction of the racetrack, builds on the 280-meter At that time in urban athletics clubs, mostly, at an older age, very few people participated. If it is also a spore amateur societies, private sports clubs and scouting organizations members are. Since 1918-1920-ies, great attention is paid to the mass development of physical education and sports. In 1919, under the people's education Commissariat of the Republic of Turkistan, a sports college (council) will be established. He organized sports performances and organization of various competitions, as well as physical education exercise performances and various competitions organized by the main Department of General Military Education the study also guided the physical education classes conducted with the students. [2]

The importance of the subject:

Athletics is a kind of walking run, jumping, throwing and all-around. Special physical education in educational institutions and pedagogical institutes and at the faculties of physical culture, athletics is a lesson consisting of theory of this sport, practical work and methods of teaching it.

Athletics is a science that conducts scientific research in this area. Running: is the natural way a person moves from place to place. This is a common type of physical exercise, which is included in many sports (football, basketball, handball, etc.). A great variety of running is an organic part of all kinds of athletics. Light running of the track in athletics, over obstacles there will be a variety of running, aesthetically pleasing running and running in natural conditions. Types of running and distance include close range, medium range and marathon running, depending on the distance and proximity. [3]

Jumping: - is a natural way to pass obstacles, in a short time the nerve is character with maximum strain on muscle strength. In athletics, jumping classes, the ability of the athlete to handle their own, to gather their strength will be improved.

Strength, speed, agility, courage go to the middle. Jumping is one of the best exercises to pump the muscles of the legs and body and form dumbbells and is necessary not only for athletes, but also for other types of sports.

In athletics, jumping is divided into two types.

1. From vertical barriers in order to jump as high as possible o teeth-jump to the height and jump with an anchor.
2. It aims to jump as far as possible out of the horizontal barriers jump-jump in length and jump three times. Jump types are executed from different locations and come running.

Throw: throw and throw away special saryads exercises. The results of this are determined by meters and santimeters.

Throw nerve muscle tension short time with maximum boom character. Throw in athletics three depending on the technique of execution divided into types:

1. Throw from behind the head (spear and grenade).

2. Turning throw (disk raid)

3. Push-ups (core)

The difference of the throw methods depends on the shape and weight of the shells it is a tie. Light catch can come running from the birth of shells, which are convenient and throw away from behind the head. It is more convenient to turn and throw heavy shells. Special handle heavy shells core while it is more convenient to push. [4]

All-terrain: includes different types of running, jumping and jumping. The multivark is named depending on the amount of species in it. Three, four, five. six-stringed, eight-stringed, ten-stringed. The main types of multi – stroke: for men-ten-stroke and for women-six-stroke and eight-stroke for sevenfight. And the competition is held in two days. Athletics consists of five sections (walking, running, jumping, jumping and jogging) consists, each of them is also divided into different types. [5]

Athletics is characterized by a different intensity of competition exercises, and there are different ways and options for their performance. In order to accurately classify athletics exercises, it was desirable to describe it in five sections (walking, running, jumping, throwing and multi-running). They, in turn, are divided into species, species of the species, as well as options and distances. At the moment 47 types of Athletics are included in the program of games Olimpia. [6]

CONCLUSION

In summary, we can say that athletics is a multi-sport type of walking, running, jumping and jumping, and several of them have been formed and developed since very ancient times and have become an integral part of people's lives. [7]

In ancient times, running, jumping and jumping from athletics exercises were an ancient legend in ancient Greece. Among other types of physical exercises, they took a great place in the military-physical preparation of the slaves, and the tribes, as well as the general Greek, became an important part of religious holidays. It is for this reason that the beginning of the organization and development of athletics exercises is the games of Ancient Greece in the I Olympiad, which was held 776 years before our era. Athletics is characterized by a different intensity of competition exercises, and there are different ways and options for their performance. [8]

To accurately categorize the Athletics exercise, it is necessary to reduce it to five become a section (walking, running, jumping, throwing and all-around) it is desirable to describe. They, in turn, belong to the species, to the species and also divided into options and distances. At the moment, the Athletics 47 type is included in the program of the Olympic Games.

- Planning and training of athletics personnel implementation, strength, dullness, endurance, agility and dexterity is the acquisition of physical qualities such as;

- High in different halls and sports areas in different climatic conditions training and training exercises at the level;

- sample the exercises on athletics exercises possession of the instruction, as well as preparation of the normative.

Gymnastics summer and winter sports games in the process. Like weightlifting the species can be widely used;

- Scientific work on important issues of athletics to go on;
- Various competitions, mass sporting events organizational, judicial and methodical work in preparation and conduct implementation;
- Prevention of injuries, first aid, sports hygiene and practical use of the knowledge gained in the transfer of massage.

Athletics departments together carry out training of physical education system qualified specialists with different performance.

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THE ROLE OF COMPETITIVE POTENTIAL IN STRENGTHENING THE ECONOMIC POTENTIAL OF THE ENTERPRISE

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ABSTRACT

When thinking about potential theory, it covers a wide range of ways to increase the efficiency of its use: economic potential, market potential, financial potential, resource potential, production potential, labor potential, stock potential, innovation potential, investment potential, information potential, intellectual potential, organizational a wide classification of potential types such as capacity, strategic potential, management potential, synergistic potential, etc. has been used.

KEYWORDS: *Capacity, Efficiency, Economic Potential, Market Potential, Financial Potential, Resource Potential, Production Potential, Labor Potential*

INTRODUCTION

The successful development of any enterprise depends on the effective use of its internal potential. It is the capabilities of the enterprise that determine how efficiently and successfully it can develop its business in the future. This means that the development of enterprises and the growth of their market value occurs only when there is a common potential. Therefore, the formulation and implementation of business development strategy is based on the capacity of the enterprise.

When considering the theory of potential, it covers a wide range of efficiency: economic potential, market potential, financial potential, resource potential, production potential, labor potential, stock potential, innovation potential, investment potential, information potential, intellectual potential, organizational a wide classification of potential types such as capacity, strategic potential, management potential, synergistic potential, etc. has been used.

The existence of several types of potential is their ability to generate income in the process of economic activity as an enterprise asset. As long as the economic potential of the enterprise serves to ensure its financial stability with the availability of sources of its formation, material and intangible, financial and labor resources in accordance with the main purpose of the business, the problem of managing its economic potential will always remain relevant.

Based on the analysis of scientific views on the content of economic potential, they can be divided into the following approaches:

1. Approaches to economic potential as an aggregate of the business capacity of the enterprise. The emphasis is on the ability to produce goods and services, and describe the direct production capacity of the enterprise and how to use it.

2. Approach to economic potential as a set of resources at the disposal of the enterprise. This approach addresses the issues of logistics, rational use of natural, labor, financial, information and other resources as components of economic potential.
3. Views on the economic potential of the enterprise as an economic efficiency that can be achieved through the efficient use of existing production resources in the future. In turn, economic potential refers to economic power and is characterized by the fact that in a given period the enterprise has reached a certain level of development.
4. An approach to economic potential from the point of view of production relations inherent in any socio-economic system is the study of the opportunities for participants in economic relations to use their potential in the process of creating material goods.

In the economic literature, there are many studies devoted to the interrelated nature of concepts such as "economic potential" or "production potential". A.N.Azriliyan [1] defines "economic potential" as an aggregate ability of an enterprise to produce and produce goods and services, meet the needs of the population and society, and ensure the development of production and consumption. "Production capacity" is interpreted as the possible volume or capacity of production using the available resources.

It should be noted that economic potential is not determined only by the availability of economic resources, as economic growth is ensured through the integration of resources and their efficient use. Accordingly, sustainable economic growth is directly related to the qualitative and quantitative characteristics of the total economic potential and the level of utilization of economic resources at the disposal of the enterprise.

The basis of economic potential is production capacity, the decisive factor of which are various forms of material, financial, labor, intellectual and other resources. However, practice shows that theoretically enterprises with the same production capacity do not have the same economic potential. That is, their utilization rate of production capacity may be different, or the income they receive may be different even when the product production capacity is the same. That is, the income received here is of primary importance.

The economic potential of an enterprise means the sum of all its internal capabilities for its effective operation, which in certain cases may be fully or partially realized or may not be used at all.

Competitiveness is a key factor in successful trading in a market economy, which reflects its superiority and agility over others.

Competitiveness of an enterprise means that it produces a competitive product using its own resources, production and management potential effectively. At the same time, competitiveness integrates the structure and management system of enterprises, the factors and features of development. The process of creating a competitive advantage within each enterprise is ultimately the basis for strengthening the national economy.

Competition is seen as a driving force for improving product quality, reducing costs, and increasing labor productivity. When supply exceeds demand, competition arises not between enterprises but between their products.

While having a competitive advantage is an economic reason, competitiveness is a consequence of it. The competitive potential of the enterprise is the basis for ensuring that both of them operate as an economic category. That is, competitiveness - if there is potential, achieving competitive advantages - can be recognized as the degree of utilization of this potential [2].

A group of researchers [3] define the competitive potential of an enterprise as internal and external competitive opportunities that can ensure effective competition by forming competitive advantages using material and intangible resources.

Competitive potential is the ability of an enterprise to realize its potential in the market as fully as possible at the expense of a certainly regulated set of internal and external resources and to achieve a synergistic effect using this set of resources.^[4] Some studies have also described competitive potential as a set of resources and opportunities, an integral part of overall capacity, factors of innovation and resilience. Based on the results of our research on competitive potential: the main conditions for its formation and development have been identified:

TABLE 1.1 COMPONENTS OF COMPETITIVE POTENTIAL AND THE MAIN DIRECTIONS OF THEIR DEVELOPMENT^[5]

№	Approximate elements of competitive potential	Development directions
1.	Marketing potential	-Organization and conduct of marketing research; -study of consumer behavior and influence on the formation of their requirements; - Improving the system of marketing information and communications; -use of modern means of product promotion in the market; -benchmarking.
2.	Innovative potential	- Accelerated application of scientific and technical achievements in production; -Organization of research departments on the basis of the enterprise; -involvement of different levels of staff in the process of innovation development.
3.	Resource potential	-use of modern and economical means of production; -increase of fund return, reduction of fund capacity; - optimization of production capacity; - optimization of production and other costs; - Accelerate the turnover of working capital; -reduction of working capital per unit of output; - renewal and expansion of production assets through reinvestment of profits; -improvement of product quality control system: - Introduction of quality management in management; - optimization of staff and reduction of staff turnover; - training and retraining of staff; - effective organization of the system of material and moral incentives for employees;

		-improvement of relations with suppliers and the logistics system.
4.	Business potential	-introduction of corporate values in the enterprise and development of organizational culture; -creation of a healthy internal competitive environment between departments and employees; -formation of a healthy spiritual and mental environment in the community; -implementation of social support programs, etc.
5.	Digitization potential	- digitization of statistical database and reporting activities; - digitization of production activities; -digitalization of processes at the subject and system level; -organize the integration of subject, system and macro-level systems; -other digitization processes
6.	Market potential	-find additional needs for enterprise products and turn them into demand; - Improving the system of incentives to attract customers; - Development of new market segments.

- Availability of founders and opportunities to form competitive potential;
- Availability of methods, techniques and tools that turn the competitive potential of the enterprise into its competitive advantages in practice;
- Opportunities to assess the competitive potential of the enterprise and compare it with the performance of competitors;
- The ability of the enterprise to adapt to changing market conditions, taking into account the impact of environmental factors.

The company can take a competitive position in the market in a favorable external environment, forming a competitive potential at the expense of internal capabilities. This requires the development of key areas of development strategy, based on limited access to internal resources. Based on the results of the study, the competitive potential was divided into 6 main components: marketing potential, innovation potential, resource potential, business potential, digitalization potential and market potential, and the main directions of their development were identified. (Table 1.1).

The study concludes that the competitive potential of the enterprise as an integral element of economic potential forms the economic potential at the strategic level in coordination with the following functional components: production, financial, marketing, organizational, management and innovation capabilities (Figure 1.1).

The formation of competitive potential is a dynamic process, the use of which:

- To expand production capacity in accordance with its growth rate:
- ensuring that the formation of competitive capacity is consistent with the principles of continuity and comprehensiveness;

- effective use of competitive potential to meet the demand for products and services as much as possible within the available resource opportunities and to focus on maximizing economic benefits;

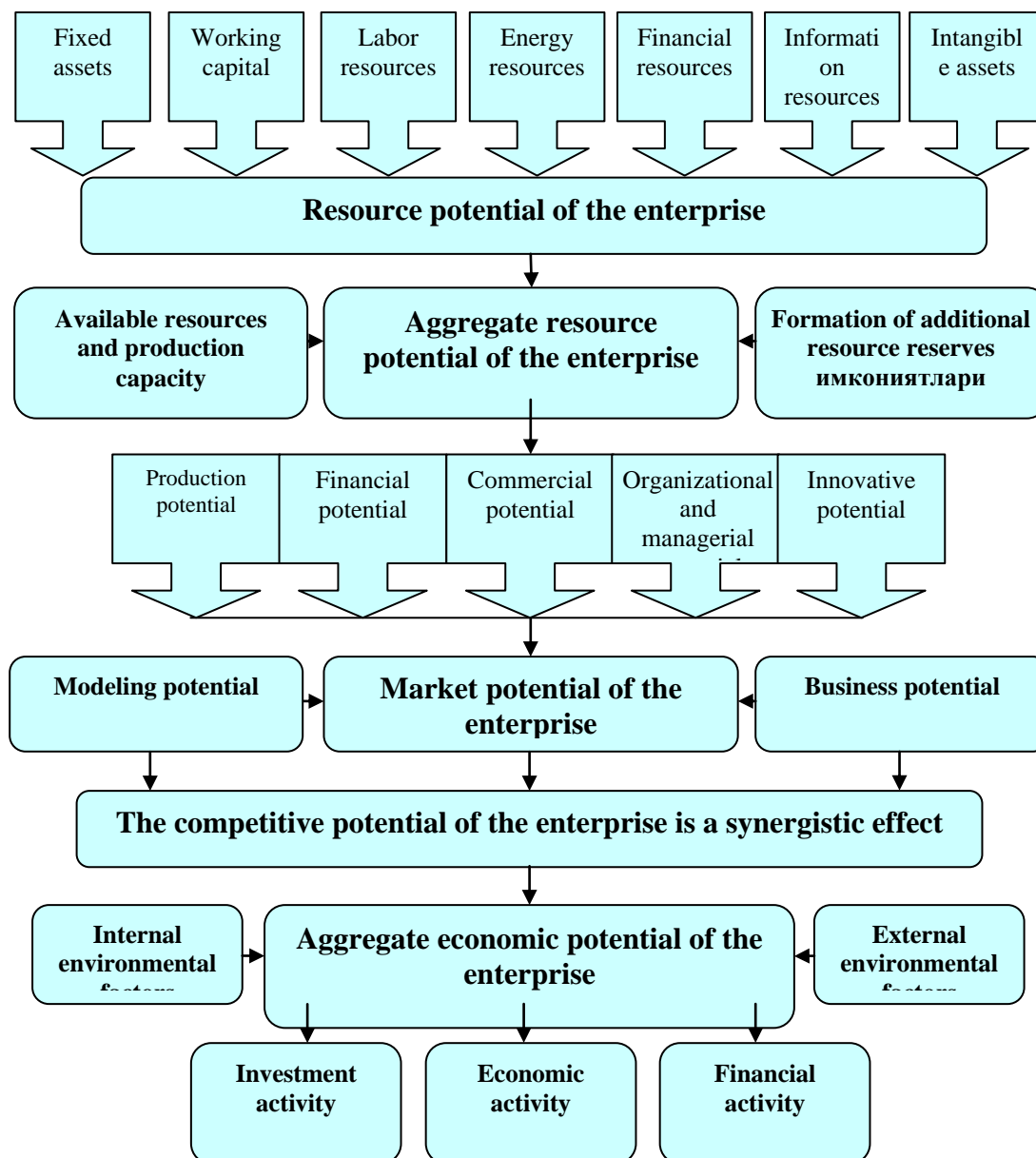


Figure 1.1. The mechanism of formation of the competitive potential of the enterprise and its impact on the overall economic potential [6]

- achieving full satisfaction of the material potential of the resource potential of the competitive potential;

-requires adaptability of competitive potential to changes in the external environment.

It follows that the effectiveness of the system of formation and management of competitiveness of the enterprise is determined primarily by the level of capacity utilization, production and sales,

product range, quality, market share, sales price and geography and sensitivity to changes in market demand.

In short, competitiveness is formed on the basis of competitive potential, and due to the achieved competitive advantages, its current level reaches the maximum level of potential. If the competitiveness of the enterprise or its services is not at the required level, using the full potential in a given competitive environment, first of all, measures will be developed and implemented to increase the competitiveness and its realization [7] .

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VPN: PROBLEM RELATES WITH SECURITY OF DATA IN TUNNELING PROCESS AND REQUIREMENTS

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ABSTRACT

VPN is a private network that provides inter-connectivity to exchange information among various entities that supports a forum of authorized users and allows them to access various network-related services. A Virtual Private Network (VPN) is the expansion of a private network that makes links for sharing or public networks like the Internet. A VPN enables a user to send data between two computers with in a network. This paper involves various issues of transferring data protocols on which a vpn depends and the infrastructure uses the tunneling process. Also underline the problems of data transferring through the tunneling process. this paper also proposed an encryption algorithm for the data security.

KEYWORDS: VPN, Tunneling, Protocols, DES, PAP, GRE

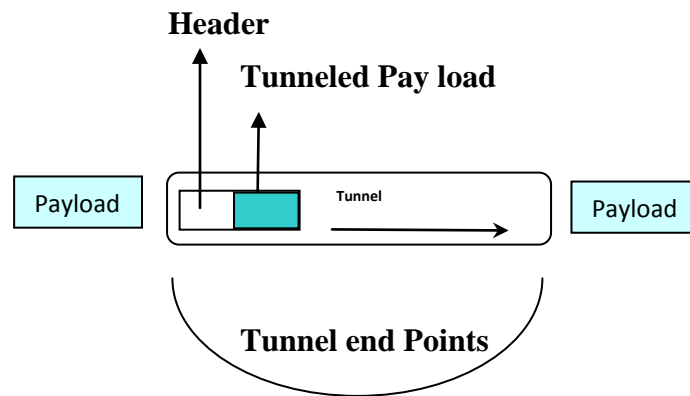
INTRODUCTION:

Tunneling process:

Tunneling is the process of using an internet work infrastructure for transferring data for one network over another. The data is to be transferred in the forms of frames (or packets) of another Protocol. The tunneling protocol encapsulates the packets in an additional header and it does not send the frame which it is produced by an originating node. The additional header is required for

Providing the routing information to the encapsulated payload to pass through the intermediate

Internet. Then the encapsulated packets go through between endpoints of tunnel over the internet work. This Logical path on which the encapsulated packets travel over the internet work is called a" Tunnel". When these encapsulated packets reach the destination, they are decapsulated to get the Original data. Tunneling includes the entire process encapsulation, transmission, and Encapsulation of packets.[2]

**Fig-1**Security of data in tunneling process:

Generally two modes for tunneling and they are being measured by three parameters: a Security Parameter Index (SPI), security protocol Identifier and destination IP address.

The destination IP address is the IP address of the tunnel endpoint destination. The Security Parameter Index is a 32-bit number which is chosen by the tunnel endpoint destination and it has local significance only within that destination endpoint [3]. The Security protocol identifier is the protocol number for either AH (51) or ESP (50) [4].

The two modes for operating a tunnel process: (a) Transport mode and (b) Tunnel mode.

Transport mode is designed for protecting the higher-layer protocols (e.g., TCP and UDP). In tunnel mode, an IP packet becomes the payload for another IP packet. This IP packet allows the inner IP packet which has its IP header, and it relates for the encryption or other security measures, while the outer IP packet provides the data through the network. Mostly security gateways provide only tunnel mode operation, while hosts can provide both modes (tunnel and transport)

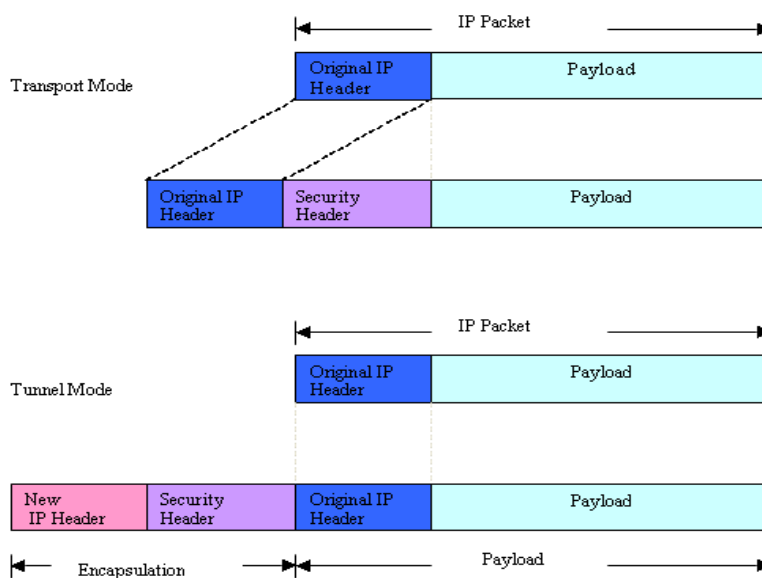


Figure:2 Transport Mode and Tunnel Mode

Various issues for the data security in tunnel process:

The data which is transferring should be safe and secure but numerous problems occur s some are as follows:

□ **Token Card Support:** At layer 2 Tunneling protocol like Extensible Authentication Protocol (EAP) hold up various methods of authentication such as one-time

Passwords, cryptographic calculators, and smart cards.[4] Layer 3 IPsec uses popular methods of

Public key certificate authentication which secure data.

□ **Encryption of data using various algorithms:**

Layer 2 tunneling protocols support data encryption Mechanisms which is based on PPP methods.

RSA/RC4 algorithm is used for encryption. Layer 3 tunneling protocols can use similar methods like, IPsec. It uses generally, DES, 3DES, Blowfish, RC5 algorithms for encryption.

□ **Key generate Management:** AT Layer 2 initial key generate while transferring data which is usually relies on user authentication. IPsec generate a common key during the IKE exchange, and timely its refresh.

□ **Authentication of the data at user level:**

Various Tunneling protocols at level 2 and level 3 apply authentications schemes.

Layer 2 which is corresponds to data link layer, tunneling protocols uses the user authentication schemes which use frames using EAP method. Many Layer 3 which is corresponds to the Network layer & use packets; tunneling schemes generally uses that the tunneled endpoints are identified and authenticated before the tunnel is established and it encapsulate the data.

OBJECTIVES OF THE STUDY:

1. To study the security issues related to the tunneling.
 2. To identify the problems of data security.
- To analyze the security technique in tunneling.
 - To study about the tunneling process.
 - To know whether these techniques are secure or not.

REVIEW OF LITERATURE:

Authentication means certification of accessing data. VPN connection uses the same authentication Mechanisms like PPP connections, such as:

- ☐ ☐ Extensible Authentication Protocol (EAP)
- ☐ ☐ Challenge Handshake Protocol (CHAP)
- ☐ ☐ Shiva Password Authentication Protocol (SPAP), and
- ☐ ☐ Password Authentication Protocol (PAP)

Generic Routing Encapsulation (GRE):

The GRE Protocol that is Generic Routing Encapsulation is used for encapsulation of data on one network layer protocol over another network layer protocol. for the security purpose the payload in the tunneling is first encapsulated in a GRE packet, which has possibly includes the route. Then Resulting GRE packet encapsulated in some other protocol and then forwarded. In this way the data is secure and it decrypted at another end so the authenticity is maintained.

Password Authentication Protocol (PAP):

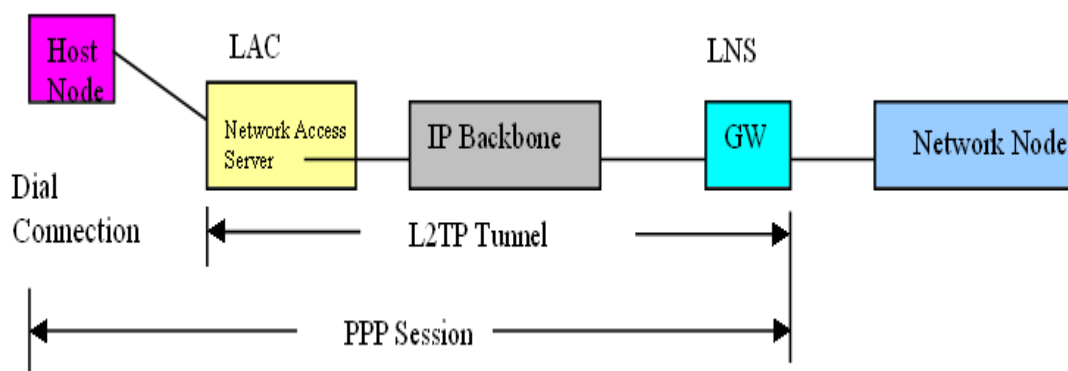
Password Authentication Protocol (PAP) provides a method for 2 Way communication handshake methods for establishing its identity. This is one of the best methods of user authentication.

Types of Tunneling:

Tunnels can be created in various ways:

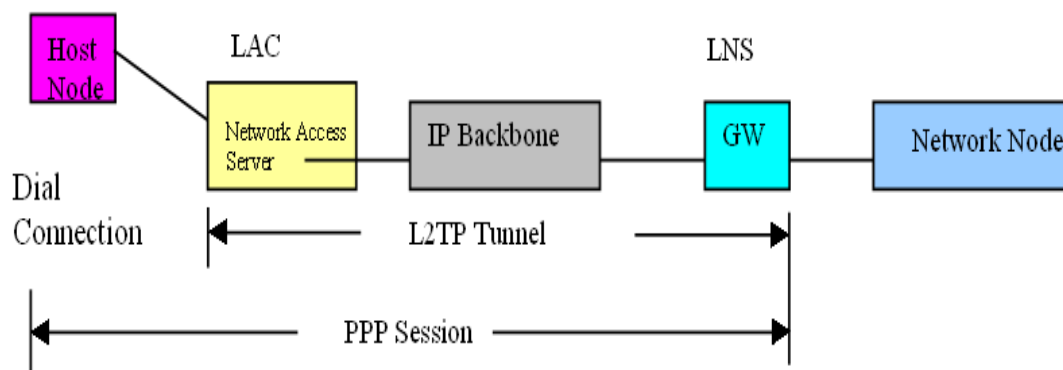
1 NAS-initiated tunneling:

NAS-initiated tunneling is also referred to as compulsory tunneling, which enables users to dial to Network Access Servers, for establishment a tunnel to the server. The connection is in between the client of the user and the NAS establishes but this connection is not encrypted.

Figure 3: Compulsory Tunneling

2. Client-initiated tunneling:

Client-initiated tunneling is also referred to as voluntary tunneling which enables clients to build up and establish encrypted tunnels to tunnel servers. It does not any intermediate NAS.

Figure 4: Voluntary Tunneling

Note: All reference are given below

RESEARCH METHODOLOGY:

MPLS method is used to measure the availability of data transfer on client-server end. The data is being transferred on vpn network through tunneling process. While applying this method of cryptography, the data transfer rate is much better than earlier. An algorithm has following set of rules for encryption and decryption.

Cryptography	Means hiding data that can be transfer in the secret form can also be store and which is available only to the authenticated users.
Cryptosystem	It is the way of implementing cryptography .it can be hardware and software. It transforms a message to cipher text and back to plaintext
Cryptanalysis	It is the way of converting ciper text into plain text without any secret key or Breaking the encryption

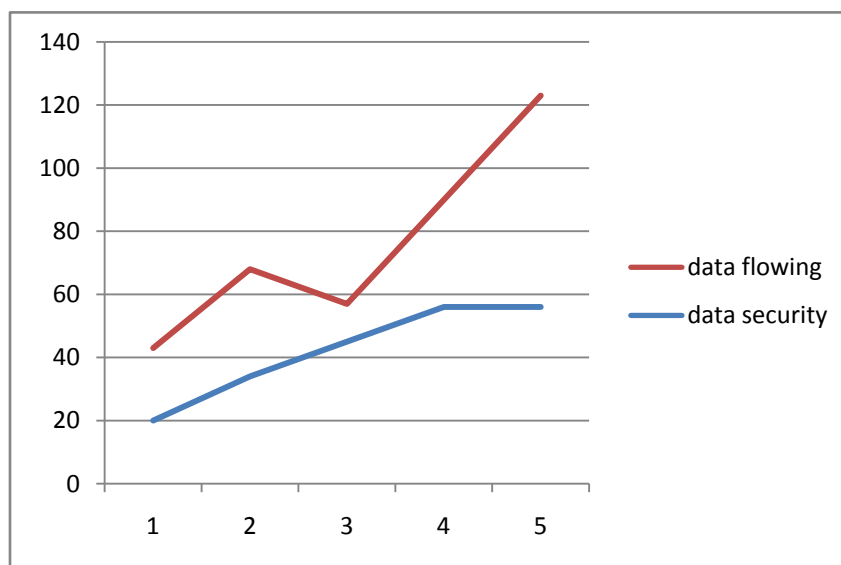
Cryptology	It includes the study of both cryptography and cryptanalysis
Cipher text	it is the data in encrypted format or unreadable format
Encipher	it is the way of transforming data into an unreadable format
Decipher	it is the way of transforming data into a readable format
Plaintext	It is readable format of data, it is also referred to as clear text
Work factor	it is the Estimated time, effort, and resources necessary to break a cryptosystem

TABLE: SHOWING TERMINOLOGY OF CRYPTOGRAPHY

This algorithm is a probabilistic algorithm which doesn't take any input, and produces a four output (a, b c, d), where

- (i) B is a positive integer such that $\text{vfxz}(b, (p-1)(q-1)(r-1)) = \text{value}$, and
- (ii) A is an integer that is the product of three primes p,r,q of similar length, with $p \neq q$,
- (iii) c is a positive integer such that $a.b. d \equiv 1 \pmod{(n)}$, where (a) is the least common Multiple of $(p-1), (r-1), \text{and } (q-1)$.

The algorithm produce such output that fulfill most of the condition and the graph is given for this algorithm.. The output distribution of key generation algorithm depends on the particular algorithm.



Graph: showing output of the algorithm

CONCLUSION AND FUTURE SCOPE:

On the basis of above algorithm we can conclude that all the protocols can justify but still there can be some problems along with it for the data security. It still needs some requirements and in next paper we will conclude algorithm with some more changes.

Security issues	LAYER 2 PROTOCOL	LAYER 3 PROTOCOL
RELAIBILITY	YES	YES
KEY MANAGEMENT	LESS	MUCH SECURE
ENCRYPTION	YES	YES
AGAINST ATTACKS	CAN PROTECT	YES

TABLE 1: COMPARISON OF VPN PROTOCOLS FOR SECURITY ISSUES

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NATIONAL AND CULTURAL FEATURES OF RELIGIOUS PROVERBS IN ARABIC AND UZBEK

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ABSTRACT

In this article, some religious articles on the Arabic and Uzbek languages are studied comparatively. Some articles in both languages have been collected and commented on. There are also examples from the Gradually Qur'an and Hadith. It should be noted that it is Islam and the Qur'an that have led to the spread of Arabic language and phraseology around the world. The giants were afraid of Solomon and did not go anywhere. Even though Solomon died standing there, the giants did not notice. Finally, when the body fell to one side, the giants fled in all directions.

KEYWORDS: Religious Beliefs, Born On The Night Of Qadr, Dua, Reward, Fasting

INTRODUCTION

It is known that the Gradually Qur'an, the holy book of Islam, and the hadiths of the Prophet Muhammad (saas) were revealed in Arabic. Therefore, in Arabic folk proverbs, proverbs related to religious semantics have a special place with their own structural features. Proverbs, sayings, or sayings of wisdom that exist in many nations are often used in Arabic to refer to religion. For example: “ في ليلة القدر ولد ” The phrase "born on the night of Qadr" is expressed in Uzbek as "forehead shining" and in Russian as "roditsya v rubashke". If we analyze these expressions from the linguistic and cultural point of view, we will see their peculiarities. Laylat al-Qadr is a holy night for Muslims, on which Gabriel delivered the first surah of the Qur'an to Muhammad (saas). Birth on this night is a sign of good luck for a Muslim. Because tonight in the Qur'an:

ليلة القدر خير من ألف شهر

That is, "Laylat al-Qadr is better than a thousand months." That is why it is said for lucky people that he was born on the night of Qadr. However, the phrase "roditsya v rubashke" in a language other than Arabic, such as Russian, is not based on religious motives, but is believed to be successful if the child's body is covered with foam at birth. Also: “ كف هذا رجلا ينق ” - Putting a bottle in your throat "does not mean literally, but means to put it in an awkward position. It is clear from these phraseological combinations that the proverbs of the Arab people, which have a unique historical and cultural experience, are lexically different from the proverbs of other peoples, although they are semantically common. This, of course, is explained by the fact that the articles also have a religious character. [1]

After the revelation of the Qur'an, it was the language of the Qur'an and its stylistics that served as the supreme example for Arabic literary sources. It should be noted that it is Islam and the

Qur'an that have led to the spread of Arabic language and phraseology around the world. Many verses of the Qur'an contain wise words and phrases that can be relevant to any nation and time. The verses speak of the highest example of humanity, of dealing with others, of understanding life, of kindness and justice. They began to be used in Arabic as a philosophy of life, as proverbs and sayings in human language. The following are examples of such proverbs and sayings:

إن مع العسر يسرا

Indeed, hardship comes with relief. (Koran, 94: 5)

لا إكراه في الدين

There is no compulsion in religion! (Qur'an, 2: 256)

لا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

God does not test people beyond their means. (Qur'an, 2: 286)

إِنَّ اللَّهَ لَا يَغَيِّرُ مَا بَقِيَهُ حَتَّى يَغْيُرُوا مَا بَأَنفُسِهِمْ

Indeed, Allah does not change the condition of human beings until they change themselves. (Qur'an, 13:11).

Excerpts from the hadiths:

After the Qur'an, books and hadiths are considered sacred to the Muslim world. The hadith is an example of what the Prophet Muhammad (peace and blessings of Allaah be upon him) said and did. The hadiths are a program that teaches people to do good, in accordance with the rules of Islam. Just like the verses of the Qur'an, the hadiths have been passed down from generation to generation in the form of proverbs and sayings of the Arab people. [2]

لَا ضَرَرَ وَلَا ضِرَارَ

No one should be harmed without a reason, and no one should be harmed in return. (an-Nawawi).

فِي كُلِّ كَبِدٍ رَطْبَةٌ أَجْرٌ

Any living soul is treated well - there is a reward. (Sahih hadiths of Bukhari).

الجنة تحت أقدام أمهات

Paradise is under the feet of mothers. (Al-Khatib)

The latter proverb is also widely used in Uzbek. The Uzbek people also glorify mothers, saying, "Paradise is under the feet of mothers," "If you hold your father in your hands, hold your mother in your head." The proverb "Do good to your mother first, then to your father and close relatives" based on the hadith is also widely used.

The following are proverbs based on Qur'anic verses and hadiths:

سَيِّحٌ يَعْتَرُّوا

"Praise God, you will gain people's trust."

عِزُّ الرَّجُلِ اسْتِغْنَاؤُهُ عَنِ النَّاسِ

"He who is independent of other people is honorable."

This proverb was used by the companions of our Prophet Muhammad (saas).

لِكُلِّ قَوْمٍ كَلْبٌ، فَلَا تَكُنْ كَلْبَ أَصْحَابِكَ

"Every tribe has a dog, so don't be one of them."

This is what Luqmani Hakim always advised his son when he set out.

الْمِنَّةُ تُهْدِمُ الصَّنِيعَةَ

"Gratitude diminishes goodness." This is stated in Surat al-Baqara:

يَا أَيُّهَا الَّذِينَ آمَنُوا لَا تُبْطِلُوا صَدَقَاتِكُمْ بِالْمَنِّ وَالْأَذَى

That is, "O you who believe, do not nullify your good deeds with gratitude and suffering." (264-ayah)

الْمُزَاحَةُ تُذْهِبُ الْمَهَابَةَ

"Humor lowers one's reputation." That is, the more fun a person has, the lower his or her reputation. 'Umar ibn' Abd al-'Aziz (may Allaah be pleased with him) said:

"Stay away from jokes, they cause hatred," they said

Abu Ubayd narrated that a caliph offered one of his subordinates to take one of the two shirts. Then he jokes, "I'll take both and dates." Then the caliph became angry and said, "Are you still joking with me?" He didn't give anything. " Then came the above proverb.

إِنَّ الْمَعَاذِيرَ يَشْتُوبُهَا الْكَذِبُ

"Self-justification is always mixed with lies."

Ibrahim Nahagi said to a man, "I accept your apology without any excuses. Because when he justifies himself, he mixes lies. "

أَمْسِكْ عَلَيْكَ تَفَقُّتَكَ

"Cut your costs." This proverb is used not only by money, but also by words. Abu Ubaydah said this to a "man who speaks incessantly."

الْحِكْمَةُ ضَالَّةُ الْمُؤْمِنِ

"Wisdom is the discovery of a Muslim." That is, a believer seeks wisdom everywhere.

The following proverb, which is often used in the language of our people, is also based on a religious legend: Solomon died, the giants were saved. It is said that the Prophet Solomon used giants to build the Holy House. He leaned on a cane until the building was finished. The giants were afraid of Solomon and did not go anywhere. Even though Solomon died standing there, the giants did not notice. Finally, when the body fell to one side, the giants fled in all directions.

We also see in a number of articles that religion has become the mentality of the Arab people:

ذرة من الايمان بتصنع المعجزات

"Only a particle of faith can work miracles."

رأس الحكمة مخافة الله

"The beginning of knowledge is the fear of Allah."

The fact that the words ان شاء الله (may God bless him and grant him peace) or الله اعلم (thank God) are often used in the daily life of the Arab people is also a proof of the above.

Religious beliefs, inability to escape the writing on the forehead, clarity of events are reflected in the following articles:

لا ينفذ حذر من القدر

“There is no escaping fate”.

كل شيء في يد الله

“Everything is in God's hands”.

في التاني السلامة و في العجلة الندامة

"There is good in silence, and regret in haste." Such articles are also found in Uzbek. ” Proverbs such as "Cut to the size of seven", "Yellow gold under patience", "A girl in a hurry does not go to the ground" are among them.

لا تسرع الموت اسرع

Never hurry, death is faster than you." It is said that the faster a person is in something, the faster he will die.

العجلة من الشيطان

"Haste is from the devil."

Regarding patience, Abu Hurayra (may Allah be pleased with him) said: "Whoever is blessed with patience, he will never be deprived of the reward." This is because Allah the Almighty has said in the Qur'an:

“Indeed the patient will be paid in full their reward without any reckoning.”(Zumar, 10).

Islam is also ingrained in the blood of the Uzbek people, and there are several proverbs based on religious concepts:

"Thirty days of fasting is one day of Eid."

Fasting is one of the five pillars of Islam. The time of fasting begins before dawn and lasts until sunset. It is important to eat, drink, and abstain from sexual immorality. The Qur'an states that Allah revealed the Qur'an to Muhammad (saas) during the month of Ramadan, and that it is obligatory to fast in this month every year. The proverb says, "The end of patience is always good." [3]

“The rain makes the ground green, With pray- the people”.

Dua (Arabic - supplication) means supplicating to God, praying for oneself or others, reciting verses from the Qur'an, and then supplicating to God. From time immemorial: “Prayers are performed by the elderly. The prayers of the elderly will be answered, ”he said. The proverb is used in the sense that a person who does good deeds will prosper.

“From obvious reward

I prefer hidden guilt. ”

Reward (Arabic - goodness, kindness, reward) - according to religious beliefs, a work worthy of God's blessing, and for such work is God's blessing. Human behavior and activities consist of good and evil, which in Islam is called good and evil. Sin is a religious moral concept that, according to religious beliefs, refers to a wrongful act or behavior. The concept of sin was used in ancient times to refer to the actions of an immoral person who violated various prohibitions. The concept of sin is common to all religions. In all of them sinful deeds are condemned. In Islam, polytheism, that is, the complete denial of Allah or the belief that there are other divine powers equal to Him, is a sin. This popular proverb condemns negative habits such as gratitude, greed, arrogance, arrogance, and trying to show off.

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INTERACTION OF DIFFERENT LANGUAGE CULTURES IN TEACHING EDUCATIONAL DISCIPLINES IN FOREIGN AND NATIVE LANGUAGES

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ABSTRACT

Preparation of students for intercultural interaction in the process of foreign language education plays a major role in the formation of intercultural competence. To successfully prepare for intercultural interaction, it is necessary to use various linguistic and pedagogical methods and technologies in foreign language education. The interest and need for the development of language, culture, history, literature, science of another nation and the development of relations with people of another nationality are the basis of preparation for intercultural interaction of students in the process of foreign language education. It is based on cognitive, intercultural and sociocultural characteristics. The main types of training in programs in preparing students for intercultural interaction and the acquisition of intercultural experience are intercultural education, intercultural orientation, intercultural instruction and training. They are components for mastering the skills to successfully adapt to a different intercultural environment, applying the norms and values of a foreign culture and motivate intercultural interaction with representatives of other cultures. In the process of foreign language education, the student will receive an intercultural experience of interaction, which stimulates him to successful interaction in a multicultural environment.

KEYWORDS: *Preparation Of Students For Intercultural Interaction, Foreign Language Education, Intercultural Experience, Intercultural Competence.*

INTRODUCTION

The globalization of the information, communication and educational space, the intensification of migration processes, the increase in international contacts among the youth lead to preparation for Intercultural interaction of students to the fore. In this regard, the modern practice of higher education in Russia shows the need to increase the role of foreign language education. It consists in preparing students for intercultural interaction and the application of intercultural experience of interaction. Foreign language education is the process of mastering the knowledge, skills and abilities necessary for the implementation of interaction and communication in a foreign language. Classes in foreign languages, extracurricular activities in a foreign language, circles, electives and the existence of an effective functioning of the organization and pedagogical complex of conditions at the university form the basis for preparing a student for intercultural interaction [1]. The postulates of this study are theoretical works in the field of intercultural

communication (M.B. Bergelson, T.G. Grushevitskaya, A.P. Sadokhin, S.G. Ter-Minasova, etc.) Preparation for intercultural interaction of students is based on the following principles: 1. Interest in the language and culture of other people. 2. The need to master the language and culture of other people. 3. Successful intercultural dialogue with people of other nationalities [2].

Introduction to a foreign language culture gives a person an intercultural experience of interaction, i.e. receives strategic communicative and intercultural scripts (scripts) for their subsequent application.

Intercultural experience is the result of an individual's interaction with a different cultural environment. It is of great importance for rapid adaptation to a different cultural environment. The main criteria for preparing students for intercultural interaction and the successful application of intercultural experience is intercultural competence. Intercultural competence is the ability to interact effectively and appropriately in intercultural situations, the basis of which is their own knowledge of intercultural connections, abilities and positions. There are different definitions of intercultural competence in the scientific literature:

1) the ability to change one's own assessment system and attitude in accordance with the cultural context; adaptability, the ability to expand, filter and flexibility of one's own assessment system; 2) the ability to recognize and integrate into a new system cultural relationships, even if she is unfamiliar due to her own socialization; 3) an appropriate and effective attitude in intercultural situations through their own knowledge, abilities and motivation [3-6]. Attentive attitude to the universal and national culture, on values and guidelines, the desire for intercultural interaction at various levels with representatives of different cultures are the essence of intercultural competence. Self-identification in the process of knowing one's own culture and comparing it with the culture of the language being studied allows one to better understand one's own culture and get rid of national cultural centrism. This is possible subject to successful preparation of students to intercultural interaction. Preparation for intercultural interaction of the student and intercultural experience contribute to the formation of intercultural communicative sensitivity student personality. Prevention of xenophobia, cultural centrism and the formation of a culture of interethnic interaction ensures the acquisition of values, knowledge, skills, and norms of activity by students and interethnic and intercultural communication for their subsequent application in a multicultural space. The objectives of preparing for intercultural interaction among students in foreign language education are: 1. To stimulate interest in the culture, language, history of the country of the language being studied 2. To promote cross-comprehension of one's own and culture, history, customs, traditions, other peoples. 3. To form a culture of interethnic interaction and stimulate successful intercultural dialogue in the socio-cultural environment of the university. The result of this process will be a successful intercultural socialization of the student. self-affirmation self-development, self-education of a student's personality is carried out with the help of an organizational and pedagogical complex of conditions of a linguopedagogical nature at a university [7]. This theoretical and research the base dealing with the preparation for intercultural interaction of a student will help him not only become an active participant, but also prevent negative factors in the process of intercultural interaction. Preparation for intercultural interaction in the system of foreign language education at the university is based on the following components:

- Cognitive, involving the mastery of the cultural content of a foreign culture, the presence of systematized knowledge about the intercultural features of the country.

The culturological content includes models of speech behavior, norms and rules of interaction between people, information baggage about the mentality, beliefs, judgments, customs, traditions of another people. The ability to single out universal moral and cultural-ethical values in them is formed in students in the process of mastering intercultural knowledge in various activities. In this regard, it is necessary to teach students a foreign language not only as a means of interaction, but also as a means of familiarization with a different culture [8];

- Intercultural, which involves mastering the knowledge of the psycho-emotional level and the content of a foreign culture, on the ability to operate with acquired knowledge in conditions of real communication with representatives of the culture under study. Students become aware of the differences between representatives of other cultures (stereotypes, mentality), acquire the ability to successfully adapt to other cultural conditions, the student's motivational focus on intercultural interaction with representatives of other cultures; - sociocultural, which is based on the totality of knowledge about the country of the language being studied. Adaptation to a foreign culture will be successful if the student, in the process of foreign language education at the university, acquires knowledge about the national and cultural characteristics of the social and communicative behavior of representatives of another culture. In the process of intercultural interaction, the main thing is the ability to use knowledge in new social conditions and a multicultural environment, sociocultural aspect. In this situation, it is necessary to take into account social conditions, customs, rules of conduct, norms of etiquette and stereotypes of behavior of representatives of another culture. The application of knowledge and skills related to the social content of a foreign culture and the understanding that communication skills are acquired in society is essential features of this component [9]. The basis of the organizational and pedagogical complex of conditions of a linguo-pedagogical nature at a university is foreign language classes, linguo-pedagogical and linguo-cultural events, clubs for communication with native speakers, circles, electives, trips to the country of the language being studied, video materials, academic exchange of students, summer university schools, etc.

The forms of education used at the university in preparation for intercultural interaction of students in the process of foreign language education should be distinguished in three aspects. The didactic aspect is considered as method of teaching a foreign language. The general cultural and intercultural aspect is positioned as the content of teaching a foreign language. The emotional-behavioral aspect is used as a socio-cultural environment through which students can achieve successful intercultural socialization. The main types of training in programs in preparing students for intercultural interaction and the acquisition of intercultural experience are intercultural education, intercultural orientation, intercultural instruction and intercultural training [10]. In this situation, the student uses knowledge of one's own and other cultures. The purpose of intercultural education is the acquisition and application of knowledge about one's own and other cultures, about one's own nations and nations of the language being studied. The purpose of intercultural orientation is to introduce and adapt students to a new environment, basic norms, values, beliefs of their own and the culture of the language being studied. Intercultural coaching contributes to a perspective look at solving problems of the intercultural level and focusing on adaptation to a foreign culture [11]. Practical orientation towards direct interaction with representatives of another culture is facilitated by intercultural training [10,11]. The goals and objectives of intercultural training fully coincide with the formation of intercultural competence in a student. This is the mastery of the skills to successfully adapt in a different intercultural environment, applying the norms and values of a foreign culture and

motivate for intercultural interaction with representatives of other cultures. Intercultural training can be considered a technique for enhancing intercultural communicative sensitivity.

It solves the following tasks: 1. Mastering the norms and values of other cultures, the ability to interpret the behavior of representatives of foreign cultures. 2. Reflection and adjustment of their emotional reactions in the context of intercultural interaction. 3. Stimulation of installations for successful intercultural interaction in a multicultural environment. An example of intercultural training in the process of teaching a foreign language:

A student from Russia came to the UK for 4 months to study English. The girl met a young Englishman, and he invited her to a restaurant. At the end of the meeting in the restaurant, the Englishman offered to pay the bill together. She agreed to pay the bill. But she said that further dates would not take place. The young man was very surprised and did not understand the reason for the girl's resentment? Explanations: 1. The language barrier affected the misunderstanding between the girl and the young man. 2. The girl did not like the young man. 3. The restaurant and service did not impress the girl. 4. A girl knows that if she invites you to a restaurant man, he pays. Interpretation of situations: 1. This is the wrong answer. When the girl went to the UK, she was already able to communicate at an elementary level of English. 2. Such a situation is possible. In this case, the girl would have to reject the invitation of the young Englishman. Choose a different answer. 3. The prospects for such events are justified. However, a non-personal reason is not enough to in order to refuse further meetings. 4. It must be admitted that there are significant differences between the cultures in which a Russian girl and an Englishman were brought up. In Western countries, as in Great Britain, it is customary for everyone to pay for themselves, and in Russia it is usually a man who pays in a restaurant. This explains the behavior of the girl. This is the correct answer. This training example can also be used for language. In a foreign language class, you can use greeting rituals in different countries as an intercultural training. Participants welcome friend using predefined greeting options.

Japan: greeting with a bow. In Japan, it is customary to greet each other with a nod or a bow. The last option is suitable if you want to express deep respect to a person. Thailand: bow and folded palms. In this country, in order to say hello, they put their palms together, as during prayer. They are applied to the head or chest. Next, you need to make a slight bow.

Maasai: respectful spit. In the Masai tribe, shaking hands is accompanied by wetting the palms with saliva. Often the greeting is accompanied by high jumps.

Greenland: touch your nose. Relatives greet with the help of the nose. This greeting is called "kunik". To do this, a person presses his nose and upper lip to another person, and begins to breathe. India: greeting with palms. Many Hindus place their palms facing each other in a finger-up position. Their tips should be at the level of the eyebrows. Hugs are allowed only after a long separation. Men hug and pat each other on the back. Women hold each other by the forearms, kiss with the left and right cheeks.

Tibet: show your tongue. The people of Tibet still greet with the help of the language. To do this, people simply stick out their tongue. This tradition has come from the reign of the king, the owner of the black language. Out of fear that the king's spirit would take over another person, they began to stick out their tongues to show each other that they weren't evil. Polynesia, Tuvalu: cheek to cheek. On one of the Polynesian islands, locals greet each other by touching cheek to cheek while taking a deep breath.

New Zealand: touch with your nose. The inhabitants of the most ancient tribes of New Zealand greet each other and touch their noses.

China: "kotou" greeting. This is the name of the traditional Chinese greeting. To do this, you need to fold your hands and bow.

Philippines: Show some respect. One of the traditions of greeting is a manifestation of respect for an older person. The younger one should bend over a little, take the elder's right hand with his right hand and put it on his forehead. At the same time, you need to say "mano po" - "I respect your hand." As an intercultural linguo-pedagogical reflection, students are invited to discuss in a foreign language these greeting options in different countries in order to comprehend their own intercultural experience in order to understand, evaluate and justify one's own beliefs, expectations, value relations as a result of using this training. An effective tool for preparing students for intercultural interaction was shown by the technologies of theatrical pedagogy. In the center of the lesson, interactive technologies are used, such as role-playing, stage improvisation, sculptures, pantomime and artwork, acoustic collages, sociograms, brainstorming, etc. Students heavily work in small groups in the creative process. At the same time, they are not only actors and spectators, but also directors and playwrights. Students use all the expressions that are at their disposal, act not only verbally, but also more non-verbally. What the participants want to express with gestures, facial expressions or through movement in the room is a stimulus for further learning. Not only learn from the teacher, but also from each other. In this case, social learning is of high importance.

The use of trainings, cultural assimilators, theater pedagogy technologies, as well as linguistic pedagogical events such as, for example, the "Festival of Cultures of the Countries of the Language Being Learned", "Christmas meetings", etc. in the process of teaching a foreign language affects the quality of students' progress. At the heart of preparing students for intercultural interaction in the process of foreign language education at the university stimulates interest in the language, culture of the countries of the language being studied. The formation of intercultural competence and the use of intercultural experience is possible with the use of an effective organizational and pedagogical set of conditions at the university. This contributes and stimulates the development of the student's personality, the desire to successfully interact in a multicultural environment.

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LEGALIZATION OF STEPS TO ELIMINATE THE HARMFUL EFFECTS OF CRYPTOMA IN THE ECONOMY

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ABSTRACT

In different countries, the implementation of such a digital innovation system in economic practice is carried out in accordance with the strategic goals of the country. This generation of crypto-assets is usually not backed by assets with a specific value, and their value is often very variable, limiting their practical use and turning them into a risky form of investment rather than a profitable currency. With this in mind, we believe that it is advisable for each country to develop a legal framework with a deep thought in the legalization of cryptocurrency.

KEYWORDS: *Crypto-Assets, Regulatory Sandbox, Crypto Fiat Currency, Back-Office*

INTRODUCTION

More and more companies around the world are using bitcoin and other digital assets for investment, operational and transactional purposes. As with any frontier, there are unknown risks, but there are also strong incentives. We believe that every developing country should have its own position in determining how to use and how to use digital assets.

In this regard, a special regime of regulation in the field of crypto-asset turnover of the country will be introduced, with the Presidential Decree (PF-121, 27.04.2022) reorganizing the National Agency for Project Management under the President as the National Agency for Prospective Projects of the Republic of Uzbekistan. [1]

The following are the priorities and activities of the Agency:

- Development and implementation of a unified state policy in the field of crypto-asset turnover;
 - Ensuring compliance with the rights and legitimate interests of investors in the field of crypto-assets turnover;
 - Participate in the development and implementation of measures to combat money laundering, terrorist financing and proliferation of weapons of mass destruction in the field of crypto-assets;
 - Facilitate the initiation and promotion of projects on the introduction of distributed registry technology and other latest technologies in public administration and various socio-economic sectors.
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According to the amendments to the decree, the Agency will establish a special regime of regulation in the field of crypto-assets turnover (special regime "Regulatory Sand"), which provides for the creation of special organizational and legal conditions for legal entities introducing technologies in the field of crypto-assets. [2]

As part of the pilot projects in the special regime "Regulatory Sands": Participants of the special regime make mandatory contributions to all types of taxes and state trust funds, as well as equipment, components, parts not manufactured in the Republic of Uzbekistan, imported for their own needs according to duly approved lists, exempt from customs duties (excluding customs duties) for nodes, technological documentation, software; [3]

Income in the form of wages received by employees under employment contracts with participants of the special regime is subject to personal income tax at a fixed rate of 7.5% and is not included in the total annual income of individuals determined for tax purposes. [4]

Crypto-asset risk is part of the attraction of assets to avoid the need for a central registry and institution, allowing safe and simple transactions without intermediaries between the two parties. However, in the absence of this regulation, crypto-assets now pose a significant risk outside the scope of legislation in countries. When dealing with crypto-assets, consumers are not covered by the rules of protection and are often not well informed about the risks, which can mean losing money. Extensive unregulated use of crypto-assets can lead to financial instability, market manipulation, and financial crime. Because transactions are largely anonymous, cryptocurrencies can also be widely used for criminal activity. Given its impact on the environment, the technology uses large amounts of electricity, which has an impact on the environment in terms of high electricity consumption. According to calculations, the energy consumption of bitcoin is equal to that of a small country. [5]

To make your company think about crypto, here are some reasons why some companies are currently using crypto:

- Crypto can provide access to new demographic groups. Users often represent more modern customers who value transparency in their transactions. A recent study found that 40 percent of customers who pay with crypto are new customers of the company, and their purchase volume is twice that of credit card users.
- Now the introduction of cryptocurrency will help increase the internal awareness of this new technology in your company. It could also help the company position itself in this important emerging area for the future, which includes central bank digital currencies.
- Crypto-tokenized traditional investments can also provide access to new capital and liquidity pools through new asset classes.
- Crypto offers some options that are not available in fiat currency. For example, programmable money allows for real-time and real-time revenue sharing, while also increasing transparency to facilitate back-office reconciliation.
- More and more companies are finding that important customers and vendors want to use crypto. Thus, your business may need to be located to receive and pay for krypton to ensure continuous exchange with key stakeholders.

Crypto offers a new way to improve traditional treasury operations, for example:

- Enable simple, real-time and secure money transfers
- Helping to strengthen control over enterprise capital
- Manage the risks and opportunities of engaging in digital investment

Crypto can serve as an effective alternative or balancing asset to cash, which over time can depreciate due to inflation. Crypto is an investment asset and some, such as bitcoin, have done very well in the last five years. Of course, there are clear volatility risks that need to be considered. [6]

The two main ways to use crypto the first question that is asked when thinking about using crypto in your company's business is: do we keep the crypto on our balance sheet or do we simply accept cryptocurrency payments? To determine the right path for your business, you need to carefully determine which is most appropriate for your business goals. Consider potential benefits, disadvantages, costs, risks, system requirements, and more. The following sections provide a wide range of insights around two different paths when your company embarks on its crypto journey. [7,8]

In conclusion, it can be said that the implementation of such a digital innovation system in different countries in economic practice will be carried out in accordance with the strategic goals set for the country. In France, for example, the main goal of the digital innovation system is to create additional jobs, while in Germany the goal is to develop progressive digital technologies. [9,10]

The main goal of the knowledge-based digital economy is not only the sustainable development of the country in the field of information technology, but also in the socio-economic sphere. [11]

The first crypto-assets were bitcoins, which were introduced as cryptocurrencies in 2008. It has been almost 22 years since the bank switched to an alternative payment method to currencies. By 2020, there were 5,600 different cryptocurrencies with a global value of 250 billion euros (still a relatively small share of the value of all currencies). This generation of crypto-assets is usually not backed by assets with a specific value, and their value is often very variable, limiting their practical use and turning them into a risky form of investment rather than a profitable currency. [112,13] With this in mind, we believe that it is advisable for each country to develop a legal framework with a deep thought in the legalization of cryptocurrency.

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IN PULSAR GROUP BREWERY LLC IMPROVING THE STUDY OF CONSUMER BEHAVIOR

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ABSTRACT

This article discusses the current social status of the buyer in terms of culture, social status or the relevant profession, occupation and interests of the buyer in society, as well as cultural level, occupation, income, habits, values in distinguishing them into social groups.

KEYWORDS: Consumer, Customer, Society, Interest, Income, Value, Group, Behavior.

INTRODUCTION

The consumer market includes all goods and services that households and individual buyers purchase for their own needs. In studying the scale of the consumer market, it can be categorized according to several characteristics. In particular, according to the periodicity of consumption of goods, they are:

- long-term consumer goods;
- short-term consumer goods;
- Can be divided into service types.

According to the nature of trade in consumer goods, they are:

- Daily consumer goods;
- goods obtained on the basis of the initial selection;
- goods with special demand;

The basic commodities in constant need are purchased by the buyer at the first skill, usually without choice, without comparison. For example, the type of bread that the family is accustomed to, household soap, vegetable oil, and so on. The group of goods that can be purchased impulsively includes goods that the buyer does not always think about, but inadvertently buys when they meet. [1]

The initial influence on the formation of customer behavior is determined by the level of culture and the characteristics that make it up. Culture plays an important role in the formation of a person's spiritual maturity, needs and character. But culture is, in a fundamental sense, intertwined with racial and national culture. Suppose that the individuality, activism, freedom, and aspiration of young people for a higher career have a common cultural aspect, while national and racial affiliation, historical ability, have unique characteristics in the youth of all nations. [1-

5]

Culturally, the role of the buyer's current social status is also important. The social position or place-buyer is the division of the relevant occupations, occupations and interests at the level of society into groups formed in an orderly manner according to attitudes. In classifying these social groups, cultural level, occupation, amount of income, habits, values are the main distinguishing features. [6,7,8]

Take, for example, the behaviors of young family members in a typical marriage at the time of purchase. The head of the family usually leads in the selection and purchase of expensive goods (furniture, television, washing machine, repair goods, etc.) that are male, basic and necessary for life. Food, small household goods, and children's clothing are mostly bought by women. This is of course a common, common occurrence. [9,10]

However, in some families, in terms of occupation, specialization, enthusiasm, women are the final decision-maker in the family. It is almost unrelated to the monthly salary and initial income of the husband and wife in the family. In our opinion, this depends on the upbringing, living environment and other characteristics of the individual family member seen in his family. [11]

The larger Pulsar Group Brewery, the wider the range and range of products, the wider it has to work with a wide range of potential and real customers. Although wholesale and retail representatives, government agencies and private enterprises, commercial and non-profit organizations, and end consumers have a number of similar motives in purchasing, there are many differences in the purchasing decision-making process and the nature of the purchase. [12]

Consumer behavior is the process by which a consumer decides to distribute his or her income among the various goods and services he or she wants to purchase. [13]

Knowledge of this mechanism allows for a more rational allocation of its resources to organize the production of compatible goods and services. Different approaches to consumer needs and tastes are reflected in the table.

1-TABLE PULSAR GROUP BREWERY JV LLC IASSESSMENT OF THE CONSUMER SEGMENT AND IMPROVEMENT OF MARKETING ACTIVITIES

t / r	Age segmentation	Segment share,%	Description of the segment	Marketing activities
1	7 - 18 years old	30	Potential consumers, income is low	Reproduction of packaging type, small-sized packaging, bright logos
2	19 - 30 years old	40	Key consumers	Separation of individual and collective packaging, expanding product quality and range
3	31 - 50 years old	25	Consumption is low, but purchasing power is high	Strengthen advertising, show advantages, increase product image
4	51 - 70 years old	5	Consumption is low, the attitude to the product is indifferent or negative	Strengthening social impacts, overcoming negative attitudes

Motives of consumer behavior in the consumer market. The behavior of end consumers, regardless of their individuality, is characterized by the presence of a system of individual needs in each of them. [14]

Purchasing motivators are divided into two categories - rational (logical) and emotional (psychological).

Rational (logical):

- profit or money savings;
- efficiency;
- health;
- warranty period and reliability;
- prudence

Warranty period and reliability can be a big advantage when buying any product. If the consumer does not have the opportunity to visit the store or market every day, then he chooses a product with a longer shelf life. [15]

But rational motives are not always the main thing. Often the emotional motives turn out to be stronger. True, drinkers are by nature less susceptible to the influence of these motives, but they should still be kept in mind.

Emotional motives:

- pride;
- satisfaction;
- inclination;
- approval;
- fear;
- sertakalluflik.

The emergence of technology that provides relatively comfortable working conditions, the desire to be no less than its neighbors, forces buyers to buy more expensive goods. However, this is not always effective in terms of price-quality ratio.

In the consumer market, consumer behavioral motives are formed under the influence of various groups of factors

There are different conflicting approaches to the problem of the importance of factors influencing consumer behavior in any market. Life is so multifaceted and hectic that it is inappropriate and detrimental to raise the issue of the priority of factors in one group or another. The task of entrepreneurs is to anticipate the impact of all factors. Nowadays, the need to study consumer behavior leaves no one in doubt. [16]

Motives of consumer behavior in the market of manufacturing enterprises of Pulsar Group Brewery LLC. The consumer-enterprise market consists of organizations and individuals who purchase goods used in the production of other goods for resale for profit, as well as to perform their functions. The decision to buy in this market is more complicated than in the consumer market.

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**SAW IN THE CLEANER OF RAW COTTON FROM LARGE
CONTAMINANTS CLEANING THE DISTANCE BETWEEN THE
CHIMNEYS IN THE WORKING PART OF THE DRUM
ANALYSIS TO STUDY THE EFFECT ON EFFECTIVENESS**

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ABSTRACT

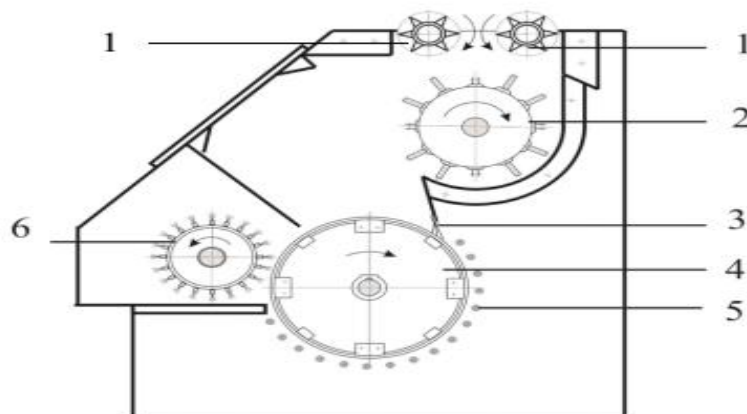
This article introduces changes to the equipment for large-scale decontamination of raw cotton, including the brush drum parts located in the UHC unit, and increased the efficiency of the equipment. The equipment for cleaning cottonseed from large contaminants mainly consists of a supply roller, a pile-bar drum, a saw drum, a brush drum and a dead conveyor. The function of the brush drum is to transfer the seed cotton from the pile-plank drum to the saw drum and to separate the contaminated seed cotton from the saw drum teeth and transfer it to the next process. In our experiment we used rubber to separate the cotton from the steel blades and saw drum teeth instead of the built-in brush drum brushes for conveying the seed cotton. the blade separator was replaced by drums. This has led to the elimination of defects such as abrasion, breakage, overheating, increased cleaning efficiency, work productivity.

KEYWORDS: *Seed Cotton, Fiber, Seeds, Impurities, Coarse Impurities, Brush Drum, Iron Drum Drum, Rubber Blade Separating Drum, Cleaned, Saw Drum.*

INTRODUCTION

The effectiveness of large-scale cleaning of raw cotton make full use of the length of the arc through which the cleaning process takes place of great importance. Technological process in ChX cleaner analysis, from the length of the arc through which the cleaning process takes place in the cleaning units showed that full use is possible, but this factor The effect on cleaning efficiency has not been studied in depth. [1]

Therefore, the cleaning process takes place at the maximum arc length tests were performed on laboratory equipment (Figure 1.1) to study the process. The width of the working part of the equipment is 300 mm.



1-supply rollers, 2-pile drum, 3-thrust brush, 4-saw drum, 5-column grille, 6-splitting brush drum

Figure 1.1. **Laboratory equipment of raw cotton gin**

Primarily available on the primary cleaning drum ChX the saw drum of the type cleaner is installed and its maximum working to the cleaning efficiency of the distance between the columns on the perimeter effects were studied. The diameter of the grate grate column The effect of cleaning has been studied in studies. and at work in series the effective diameter of the grate for cleaning technology is 30 mm found to be Therefore, the diameter of the column during the operation Taken as 30 mm.

The brush hoist is the first to be left unchanged The distance to the grate is 60 mm, as in the existing model ChX marked.

Given this situation, in the cleaning of raw cotton and the maximum arc length at which the waste is separated is 900 mm (at an arc angle of 2150). Between neighboring colonists to conduct the experiment the distance was changed from 20 mm.

The distance between the saw drum and the pulley is based on the work 16 mm. was obtained. During the experiment, the saw drum was of the ChX model the saw segment used in the cleaner was used. In this segment the distance between the two saws is 14 mm, the tooth is bent relative to the axis The angle is 460. During the experiment, 8.1% humidity, 4.8% pollution, Namangan-77 selection, industrial grade II, 1st grade raw cotton were cleaned. The tests were repeated three times. At each repetition, 10 kg of raw cotton was cleaned. The average value of the results obtained is given in Table 1.1. Based on these results, the dependence graphs are shown in Figure 1.2.

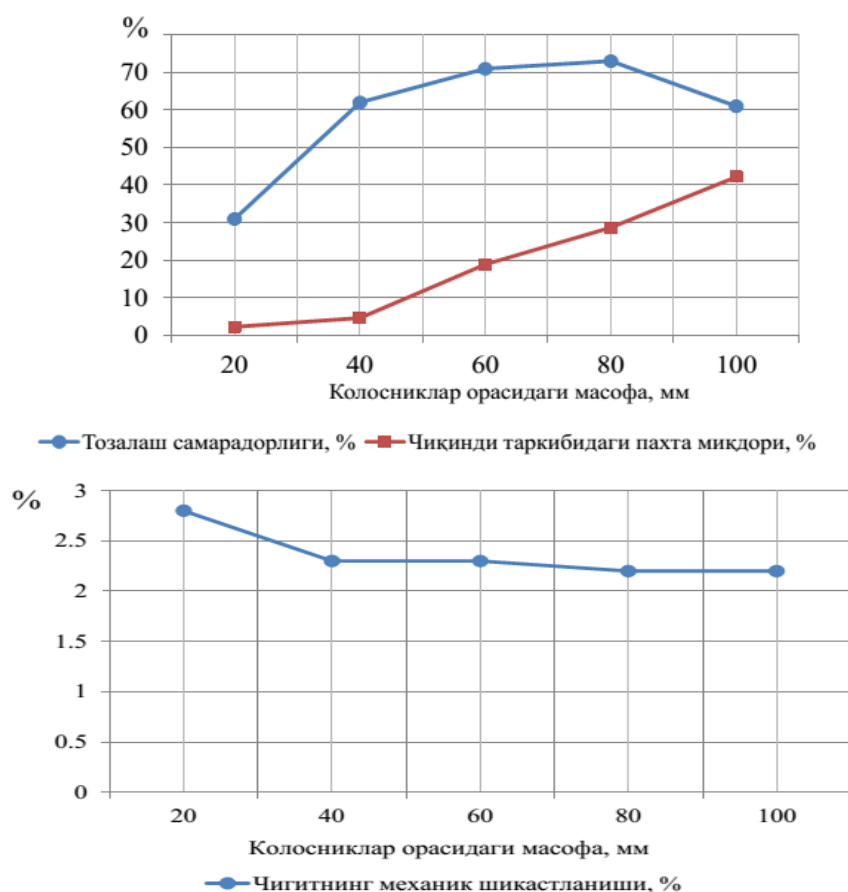


Figure 1.2. The cleaning of the space between the columns is technological effect on indicators

TABLE 1.1 THE DISTANCE BETWEEN THE COLUMNS AND THE NUMBER OF CLEANERS IMPACT ON TECHNOLOGICAL INDICATORS

№	Indicators	the distance between the columns is mm, and the number of columns				
		20/46	40/23	60/16	80/12	100/10
1	Cleaning efficiency, %	31	62	71	73	61
2	The amount of raw cotton in the waste, %	2,3	4,7	18,9	28,7	42,2
3	Mechanical damage to the seed, %	2,8	2,3	2,3	2,2	2,2
4	amount of free fiber, %	0,032	0,031	0,030	0,030	0,029

In this indicator, the amount of raw cotton in the waste is 18.9%. 28.7%, mechanical damage to the seed was at least 2.2-2.3% did.

The results obtained in the applied research are theoretical of E.F. Budin confirms his research. In short, there is the location of the separating drum and the cleaning drums in the cleaners When the maximum cleaning arc length is reached by changing the cleaner can increase efficiency.

A drum separating the raw cotton from the surface of the saw drum test results in production. The proposed separating drum was tested in production conditions at ginneries in Uzbekistan. The results of the initial test made it possible to identify some structural defects of this separation drum, i.e. the cases of loosening of its bolted joints. To overcome the shortcomings, an additional element was installed to ensure that the bolts do not loosen when fastening the rubber blades with bolt joints. During the study period, changes in the amount of raw cotton pieces and congestion occurred in 240 hours (10 days of production) in the UHK cleaning unit, where the existing brush separating drum was installed. [2]

The second stage is equipped with a rubber-blade separating drum 240 hours (10 days of production) at the UHK cleaning unit changes in the amount of raw cotton pieces in the waste studied and the condition in which congestion occurred was studied. Brush and rubber based on the results of production tests cotton in the waste when using vane separator drums in Figure 1.3 to estimate the change in the amount of raw material pieces the shown dependence graph was obtained. This is a brush separator from the graph 4.1% of raw cotton waste per 240 hours of drum operation increase by 9.3%, while the rubber-blade separator drum is running We can see the change from 4.0% to 6.1%. Congestion occurred 8 and 2 times, respectively. [3]

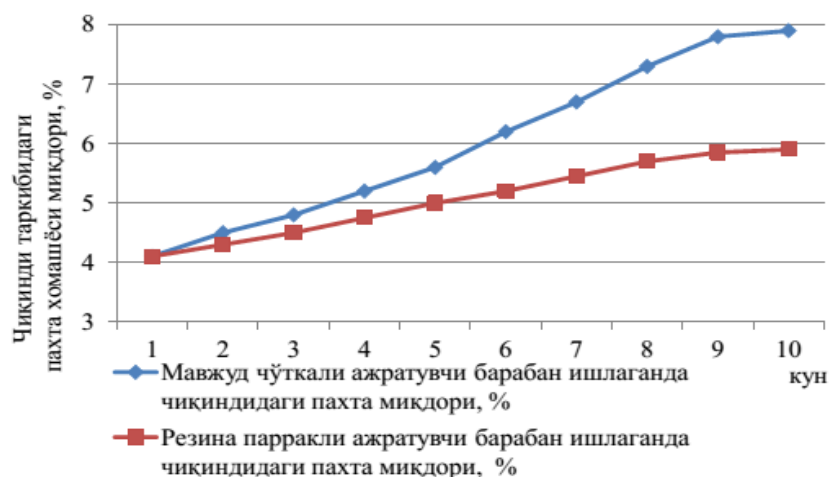
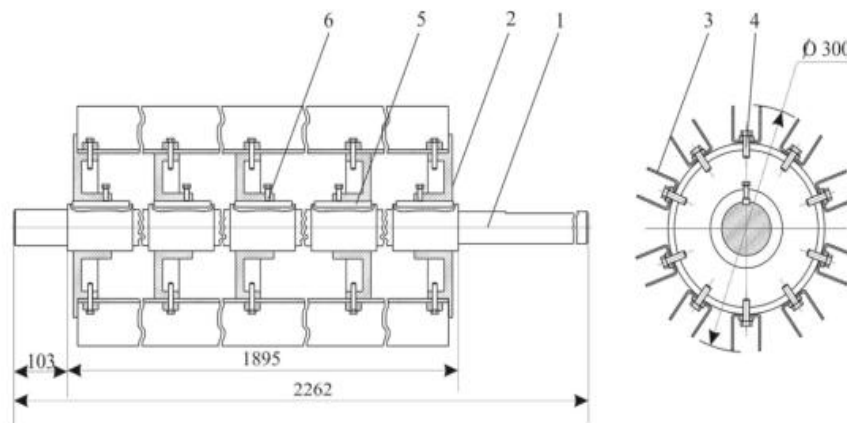


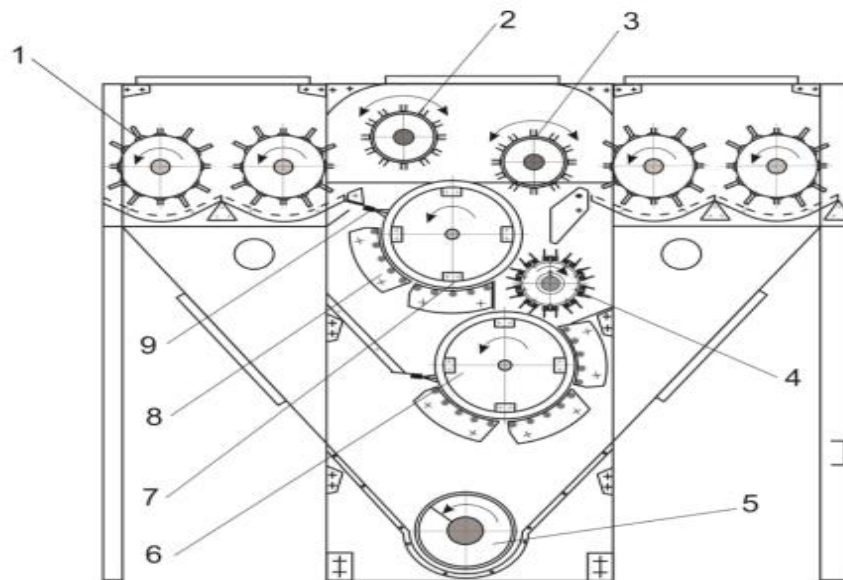
Figure 1.3. UXK with brush and rubber blade separating drums pieces of raw cotton in the waste in the aggregate unit change in quantity

Brush guide in the intermediate section UXK.02 of the UXK unit drum is used. Its structure is available with a separating drum the same. The distance to the saw drum is 45-50 mm. This with foreign compounds when using a metal-bladed drum in the section there is no risk of sparks when exposed. Therefore, these drums were replaced by a metal-blade guide drum as shown in Figure 1.4.

Referral drums to UHK cleaning units when installed (Fig. 1.5) the flow of raw cotton is pile-pounded is transmitted from the drum to the vane drum and the vane drum is formed is affected by the air flow it makes and its feathers. Such an effect as a result, the flow of raw cotton is directed to the saw drum. [4]



1- shaft, 2 - disc, 3 - blade, 4, 6 - bolt, 5 – dowel Figure 1.4. **Metal parrakli drum**



1-pile-blade drum; 2,3-metal blade drum; 4-rubber blade separating drum; 5 waste shnegi; 6, 7-arrali drum; 8-kolosnikli grid; 9 brush hoist

Figure 1.5. **Metal blade guide drum and rubber blade UXK unit with separating drum**

Proposed guide drum blades (Figure 1.6) without removing the existing drums, just remove the brushes, mounted on its disks (Figure 1.7). This is to produce them facilitates implementation.



Figure 1.6. Drum blades



Figure 1.7. General of the drum appearance

In the cleaning shop to conduct production tests installed two streams all 16 in one stream of the UXK unit metal fragments were placed on the guide drum. The second stream while the existing brush guide drum was used. This while the performance of metal blade and brush guide drums is comparable helps to compare and evaluate effectiveness.

Tests AN-Boyovut selection grade I, III industry of raw cotton conducted in varieties. Production of industrial grade I raw cotton productivity is 6.5-7 tons / hour, industrial grade III is 4.5-5 tons / hour did. Test results 1. are presented in Table 2.

I Industrial grade Cotton raw material cleaning of the aggregate The efficiency is in the aggregate on which the drums are mounted, brush drums 2.0% higher than in the installed unit, 2.7% higher when cleaning raw cotton of the 3rd grade, mechanical damage to the seed increases in both drums at the same rate, pieces of raw cotton in the waste are also 0.4 when cleaning the raw material of industrial grade I in the drum with a brush drum. %, industrial grade III cotton is 0.8% higher when refined.

Metal and rubber blade drums in the cleaning unit Their full use during the PTK season makes them reliable and effective confirmed performance. Metal blade drums are practically inedible and that there is no need to replace them, in rubber drum drums the tires were found to work effectively until the overhaul period. A guide in the full season of processing raw cotton The use of spinning drums is a waste of raw cotton fragments will fall and blockages will occur in the UHC unit reduced. Labor productivity increased by 3-5%. Technological efficiency in comparison, the created drums are present in the installed UXK unit cleaning efficiency was observed in relation to the UHK unit on which the drums were placed. [5]

TABLE 1.2 THE RESULT OF COMPARATIVE EXPERIMENTS

№	Indicators	aggregate with metal drum drums		unit with brush drums	
		1-nav	2-nav	1-nav	2-nav
1	condition before cleaning of raw cotton, %	8,1	9,4	8,1	9,4
	pollution of cotton raw materials,%	7,1	10,8	7,1	10,8
	the degree of mechanical damage to the seed,%	0,6	3,9	0,6	3,9
2	Cleaning efficiency, %	82,1	85,0	80,1	82,3

3	Increased mechanical damage to seeds, %	1,1	1,5	1,1	1,5
4	the amount of pieces of raw cotton in the waste	4,9	6,8	5,3	7,6

In this case, the drumsticks are completely raw cotton means that the saw is directed to the drums. Seed mechanic no significant increase in injury rate was observed.

CONCLUSION

Metal instead of a guide brush drum in the UXK unit cleaning efficiency when flanged guide drums are installed I industrial grade cotton by 2.0% when refined, III industrial grade cotton increased by 2.7% when the raw material was refined. [6]

- in the UHK unit with a guide metal sheet drum mechanical damage to the seed 1.2% due to reduced congestion decreased;

- pieces of raw cotton in the waste to the UHC unit I industrial grade cotton when the reference metal is placed on a drum with a blade by 0.4% in the case of refined raw materials, and by 0.8% in the case of industrial raw cotton III decreased.

- When installing a metal blade drum on the UXK unit the number of congestions was reduced by 3-4 times.

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METHODOLOGY OF TEACHING THEORETICAL FUNDAMENTALS OF CHEMISTRY IN INTERACTIVE METHODS

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ABSTRACT

The study of each chemical theory certainly has its own characteristics, but there are many methodological aspects that apply to all chemical theories. In this process, the analysis of chemical theories using the aspects of teaching chemistry and how to teach them methodologically, how and in what way and using what technologies, is one of the general methodological processes.

KEYWORDS: *Chemical Concepts, Natural Water, Spring Water, Organic Chemistry, Mechanisms Of Hydrolysis, Sodium Hydroxide.*

INTRODUCTION

Students are mainly introduced to the following theories in the formation of chemical concepts by teaching them the basic theories of chemistry. 1. The theory of atomic structure. 2. Solution theory. 3. The theory of electrolytic dissociation. 4. The theory of formation of complex compounds. 5. The theory of the structure of organic chemistry in the process of teaching the subject to students to understand the structure of matter and its properties and the reactions that take place in it to obey the chemical laws and based on the synthesis of new substances by applying them in industry. [1]

Many textbooks and methodical manuals on chemistry, as well as the experience of teaching chemistry to our great Methodist scientists, apply two different methodological views on how to study theories. The most widely used theory today is on the subject of these solutions, which are mainly based on the teaching of the laws of chemical reactions that take place in solution. The subject of water and solutions begins in 7th grade in chemistry, with students being taught the following based on chemical concepts: what is a solution and how it is formed, types of

components solution (saturated, unsaturated and super-saturated), solubility, solvent, solution, methods of expressing solution concentrations (percentage, normal, molar and molar and substance titers), separation of substances from solution is obtained by explaining the extraction, filtration methods and diffusion processes. The Methodist teacher's view of what process occurs when a substance dissolves mainly in water in a solvent basics and provide chemical insights into what other reactions occur. We know that any inorganic substance, such as a metal, oxide, acid, or salt, dissolves in a solvent, but the salt first dissolves, then hydrolyzes, decomposes into ions, and dissociates. Based on this, the teaching of solution theory in the school chemistry course is carried out in three stages. [2]

1. First acquaintance with solutions.
2. Atomic molecular theory of solutions deepening on the basis of.
3. Further expansion of the theory of solutions on the basis of the theory of electrolytic dissociation. In teaching this theory, the general properties of solvent water and its physical and chemical properties are formed by giving students chemical concepts using simple methods and experiments based on concrete examples. In this case, the Methodist teacher is based on all the waters of nature, ie natural water, spring water, drinking water, distilled water, snow water and chemical reactions. They need to introduce the water that is formed and to give them a complete chemical knowledge that they all contain N^+ and ON^- ions, and that these ions form melting mechanisms.

The teacher performs the melting process by demonstrating to the students by taking a few glasses of chemicals based on the demonstration method, adding the same amount of water to it, and adding different substances on it to show whether they are soluble or not. For example: sand, soil, sodium chloride, potassium permanganate, stone, sugar, sugar the solubility of copper (II) sulfate salts can be shown. In this case, they see that some substances are soluble, some are insoluble, and the rest are distributed throughout the container, and on this basis, students learn about the mechanisms of solubility and diffusion, and chemical concepts about solution, solvent and solute. In order to further develop this theory, it is necessary to teach students the solubility product in explaining the melting mechanism. [3]

Theoretically in order to further develop this process The chemical concepts are generated by comparing it with the solubility table by showing it experimentally and based on it experimentally. To do this, the Methodist teacher is invited to demonstrate the following experiences. For example, we take a few chemical glasses and put the following substances: A chemical reaction occurs in sodium metal, potassium nitrate, ammonium nitrate, sodium hydroxide, magnesium sulfate, silver chloride, ammonia, lime, broken glass, copper oxide, iron oxide, barium sulfate and show the mechanisms of melting salts by taking the solubility table and comparing which of them are soluble and which are insoluble. Students think independently based on the results of the experiment and draw general conclusions. [4]

In order to further develop this process, the teacher demonstrated in practice the methods of recrystallization and recrystallization of solute by evaporation of the solution and the methods of melting and super crystal solutions and recrystallization will have knowledge. We recommend that you perform this experiment as follows: Take a cup of For, add sodium sulfate solution to it, heat it, separate the dissolved salt by evaporating the water in it, and weigh it to calculate how much salt has been obtained.

Therefore, demonstrating to students the process of separating sediment from a solution leads to the formation of ideas about the methods of separation of insoluble components in the two. For example, when a solution of barium chloride is exposed to potassium chromate, a yellow precipitate is formed, which, if required, is separated from the solution by filtration. [5]

The filtrate contains a yellow precipitate of barium chromate, and the filtered solution is mixed with water and sodium chloride will be. From this experiment, the student develops new skills, such as filtering, sedimentation, dissolution, and chemical experiments. In order to further expand the theory of solutions, the Methodist teacher explains the theoretical foundations of gaseous substances, such as the solubility of solids and liquids in solvents, by giving information about the mechanism of its melting.

In consolidating this theory, the teacher should prepare a demonstration experiment, it is necessary to first obtain SO₂ through a gas-receiving device, and when it is exposed to water in a glass, bubbles are formed. make sure that the solvent is soluble in the aqueous medium. Methodist teacher to the complex state of sediments formed as a result of chemical reactions. The following examples can be given to them by developing their knowledge of increasing solubility through conduction. When a solution of silver nitrate is exposed to sodium chloride, it gives information that we can see the formation of a white precipitate insoluble in water. When this precipitate is exposed to an ammonia solution, the white precipitate is determined to melt.

In this case, we can explain the mechanism of dissolution of white sediment by the fact that it is transformed into a complex compound. Methodist teacher electrolyte solutions suggests the study of ion exchange reactions that occur between in the following groups, states that they are divided into classes, and suggests sections as follows.

1. Neutralization reactions.

2. Reactions with sediment formation. 3. Reactions with the formation of gaseous matter. Therefore, the teacher must explain the essence of neutralization reactions on the basis of the theory of indicators, in which water is a weak electrolyte, so it is almost indistinguishable from does not decompose. However, since acid and alkali solutions are colorless, it is not possible to visually see how much salt is formed when they interact and how much acid or alkali is left, but based on indicator theory, it can be said that alkali or acid is added to the solution by determining the color change.

Therefore, the teacher should experiment with the litmus indicator in a demonstration method, which is performed in litmus acidic environment, alkaline environment. In order to determine the color of a neutral medium, three cups of acid, alkali and water are slowly added to the litmus indicator and it is necessary to pay attention to the color change. their vision is based on creating new perceptions and recording the results of their experiences in their notebooks and indicator, litmus chemical understanding of the environment and skills to identify it.

The teacher should explain the theoretical basis under which the salts undergo hydrolysis, saying that salts dissociate with the formation of a solution when dissolved in water and form a hydrolysis process. Then the hydrolysis equations should be focused on the step-by-step hydrolysis process with salts that proceed under weak base and strong acidic conditions.

Given the gradual process of hydrolysis in such salts, give the equations of the processes that take place in it based on the study of the mechanism of hydrolysis of salts. The following

experiments, for example, cover the hydrolysis of all other salts. 1. The effect of water on ferric chloride. 2. Implementation of ferric chloride by heating a solution of sodium acetate in combination with a solution of phenolphthalein. 3. What kind of product is formed by ferrous chloride under the influence of sodium carbonate and the indicator phenolphthalein? I identify and substantiate it. 4. The study of the mechanisms of hydrolysis of salts by analyzing the experiments by substantiating the process that occurs under the influence of sodium acetate and buffer solution and phenolphthalein in a solution of ferric chloride. From these experiments, when we exposed a solution of iron (III) -chloride from a solution of sodium carbonate and phenolphthalein, iron (III) -chloride in the solution first hydrolyzed in one step, resulting in the formation of $\text{Fe}(\text{OH})\text{Cl}_2$. Next the NaCl solution released in the reaction to the phase dissolves the $\text{Fe}(\text{OH})_2\text{Cl}$ precipitate formed in step 2. However, sodium carbonate added to the solution dissolves in water to form sodium hydroxide, which is a strong electrolyte and reacts with $\text{Fe}(\text{OH})_2\text{Cl}$ to form $\text{Fe}(\text{OH})_3$ precipitate. The remaining chloride ions combine with the sodium metal to form sodium chloride. As a result, this salt is not hydrolyzed, the rest is in solution ions are released in the gaseous state, the phenolphthalein solution turns red because the solution medium is alkaline.

This reddens due to the formation of $\text{Fe}(\text{OH})_3$ ions, but when litmus solution is used, the solution turns blue, which gives students new chemical insights by quoting reaction equations stating that the medium is so alkaline. The complete explanation of this process is based on the complex teaching of the hydrolysis process by quoting the equations. Solutions in teaching the subject in its entirety is based on the methodology chosen by the Methodist teacher.

The teaching of this topic is mainly based on the complex teaching of all the processes that take place in solutions. It focuses on developing students' ability to think independently about solutions and the processes that take place in them.

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OBJECTIVES AND TASKS OF COCHLEAR IMPLANTATION

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ABSTRACT

At present, various hearing aids are used to improve the hearing perception of children and adults with various hearing impairments. However, not all devices can improve the effect of speech on auditory perception during use. Some hearing aids partially and partially affect the hearing of people who are unable to hear due to various technical, physiological and pathophysiological causes of various sensorineural deafness.

KEYWORDS: *Physiological And Psychological Characteristics, Cochlear Implantation, Sensory Deafness, Electrical Stimulation.*

INTRODUCTION

Based on the analysis of theoretical data on the education of deaf and hard of hearing children, we have formed the following conclusions:

the importance of accurate diagnosis in the organization of education and upbringing of deaf and hard of hearing children; the use of hearing aids should be given priority in the development of speech in children with hearing impairments. In this process, it is important to choose different means of influencing the sense of hearing, taking into account the physiological and psychological characteristics of the child;

Appropriate use of oral, written, tactile, and gesture forms of speech is required as the optimal way to develop slurred speech in deaf and hard of hearing children; when working with deaf and hard of hearing children, from the very beginning, work on both hearing and speech should be carried out in parallel;

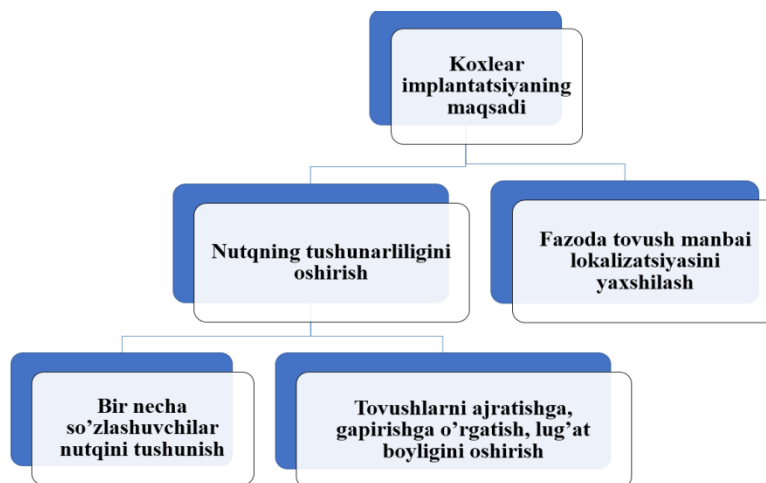
The potential of the cochlear implant, which is intended to restore hearing, including sound-enhancing devices in the development of auditory perception and speech in deaf and hard of hearing children, is great. [1]

The cochlear implant is recognized as a means of intensively ensuring the effectiveness of work aimed at performing corrective pedagogical and developmental tasks with the listed deaf and hard of hearing children.

Over the last fifteen years, the development of deaf and dumb pedagogy and the practical application of innovative technologies have increased the need for hearing aids for children with hearing impairments using a new multi-channel cochlear implantation. Cochlear implantation serves the following purposes:

1. increase speech comprehensibility by 10-12% in noisy conditions;

2. improving the localization of the sound source in space;
3. in the context of reverberation, to increase the comprehensibility of speech in conversations with several tuners;
4. Teaching to distinguish and speak different sounds, increase vocabulary.



The purpose of cochlear implantation:

The functions of cochlear implantation are:

- Early diagnosis of abnormalities in child development.
- Restoration of auditory perception.
- Speech development through the development of auditory perception.
- Ensuring adaptability among healthy people.



Functions of cochlear implantation. According to IV Korolyova: The earlier cochlear implantation is performed, the better the results. Information on the history of cochlear implantation in which countries and what experiments have been conducted is given in the appendix. Sensory deafness is accompanied by damage to the inner ear, i.e. fibrous tissue. However, despite the fact that most of the sensory tissues are damaged, in many such patients the fibers of the auditory nerve are preserved. When these fibers are actuated directly by an electric

current, they can send a signal to the brain that triggers auditory sensations. This process is based on the principle of cochlear implantation, which in turn means an artificial inner ear. Today, the cochlear implant is becoming a real tool of hearing prosthesis for people with high levels of total deafness and sensorineural hearing loss. One of the most common cochlear implant systems is the 22-channel Nucleus cochlear implant, distributed by Cochlear. Different people may have different (sensory) sensations as a result of electrical stimulation of the auditory nerve. Therefore, it is necessary to use different forces of the stimulating current when stimulating different channels in one person or when stimulating one channel in different people. In addition, the same person has the ability to individually distinguish different tones of sound when stimulating different channels. For this purpose, a fine tuning is envisaged in the speech processor, which is adjusted individually depending on the customer's reception of an electrical stimulus. [2]

Restoration of auditory perception through the physical and technical capabilities of the cochlear implant listed above provides the person with the following opportunities. hearing sensitivity of up to 40 dB relative to normal hearing is restored; the level of differentiation increases by hearing everyday non-verbal sounds encountered around; listening to speech sounds ensures that a person effectively enters the world of listeners; children and adults with cochlear implants begin to understand the interlocutor's speech in exchange for hearing. These listed KI capabilities are shown in the diagram below. Social possibilities of cochlear implantation

Hearing loss or partial hearing loss as a result of sound transmission can be compensated using individual hearing aids. In practice, there have been a lot of controversial questions, such as whether the amplifier is good. or Cochlear implantation? As a practical solution to this question, we list the following medical, pedagogical, deaf technical conclusions: A multi-channel implant can restore the frequency selectivity of hearing, i.e., the ability to distinguish frequencies that are present simultaneously in an acoustic signal. Hearing aids cannot in principle restore the frequency selectivity of hearing. The use of an implant prevents acoustic feedback (often when heard with an amplifier, the room's sound-reflecting effect has a negative effect on the person). Accordingly, the tuning provides the ability to perceive low sounds in the main speech. In addition to the convenience of cochlear implantation listed above, there are some disadvantages: Variety (different nebulae) of results of improvement of speech hearing sensations after cochlear implantation. That's into date, although a number of factors have been identified to predict the speech sensations of implants, no definitive prognosis has been provided. [3]

People who use the implant have difficulty perceiving concentrated sounds, such as musical sounds. In addition, the microphone can receive sounds from a certain distance, but it is not possible to hear them from large distances. The development of today's electronic technology can also overcome this shortcoming. The first indication for the use of cochlear implantation is the highest level of sensorineural deafness. The selection criterion for subsequent cochlear implantation focuses on the effectiveness of hearing prosthetics with a simple hearing aid.

If a person is able to understand 30-40% of words using a normal hearing aid, recommending a cochlear implant can lead to better results. If the patient's response is less than 5% and there are no contraindications, it can be safely recommended for implantation. After surgery, educators and parents should be aware of the complications that can occur in a child: complicated cases of injury; facial nerve injury; loss of sensation and stiffness in the area behind the ear; disturbance of full sensation and balance; significant increase in noise in the ear; It should be noted that

ineffectiveness of the cochlear implant has been observed in rare cases. However, it is likely that the implant will not significantly improve speech comprehension. The duration of electrical stimulation has not yet been determined. The first year after surgery is an important period in the formation and development of physical and mental characteristics that a child needs throughout his life. Researchers consider this period to be the period of the most rapid development of children. It is known that during puberty, a child born and developing normally develops intensive sensory systems, ie vision, hearing, tactile sensations. The social situation of this period is characterized by the inseparable interaction of adults and children. In doing so, adults act on the child as a stimulus to the senses of sight and hearing. [4]

The period of infancy and early adolescence is a dangerous period in a child's development, during which time the brain becomes highly sensitive to the perception and use of stimuli such as speech sounds in the environment. This auditory function means that sounds are needed during the developmental stage of the brain to imitate speech, speech activity, feedback acoustic communication and understanding the meaning of words, phrases. The differentiated sense of hearing of phonemes serves as a necessary condition for their correct pronunciation. A 5 to 6-year-old child is able to master all aspects of speech development as he or she develops little pronunciation. That is, the phonetic, rhythmic structure of the word, the varied embellishment of phrases with tones, the full mastery of expressive speech based on various communicative purposes, also master the subtleties of emotional states in later adulthood. In order for the first speech movements to occur, there must be a certain cognitive reserve that arises with the functioning of the cerebral cortex. The appearance of the target when hearing the mother's voice, and other sounds, seeing the face of the tuner, interest in brightly colored toys, etc. are important factors for the overall development of the child. At 1.5 months of age, the first nonverbal reactions to communication occur: as a smile when the mother sees her face and hears her voice. By 3 months of age, the baby's laughter is synchronized with the parents' laughter.

Visual communication, emotional interactions determine verbal communication, which determines hearing, auditory attention span and retention, auditory perception, and speech perception. Ye. According to N. Vinarskaya: By 9-10 months of life, the child develops an understanding of adult speech, at 18-20 months understands the 1st simple words that can be connected. Hearing impairment in deaf children reduces the sensory side of mental development. In addition, there are secondary disturbances in the emotional sphere, spatial perceptions, subject-practical activity.

Children who lose their hearing at an early age will not be able to master their mother tongue independently. In healthy children, this opportunity is available at the level of imitation. E.V. According to Mironova: Hearing loss in a normal hearing child for some reason has a negative impact not only on the ability of others to accept speech directed at him, but also on the quality of his personal speech. These are: intonation is impoverished, the tempo of pronunciation of words changes, the vocabulary is shortened, a defect in the pronunciation of sounds is formed by not pronouncing them to the end, dropping them. As a result, verbal communication is disrupted bilaterally.

Scientists dealing with children with hearing impairments believe that children with severe hearing impairments are more likely to hear low-frequency sounds when they use hearing aids. Experience has shown that implanted children begin to receive a wide range of sounds, as well as high-frequency sounds, as soon as the speech processor is connected for the first time. In this

way, we are confident that other possibilities of speech acquisition will emerge. Acoustic and speech signals transmitted through the cochlear implant are different from natural sounds. However, in all categories of customers (button deafness or acquired deafness), adapting to a new sound image takes less time. Children with cochlear implants at an early age develop personal auditory-speech skills when given complex coma, with a high level of psychophysical development, normally close to their auditory peers. In the early days of cochlear implantation in Uzbekistan, individual work with children was a priority. That is, the specialists conducted targeted training with the child with a cochlear implant before and after surgery.

Initially, educators developed the content of the lessons on the basis of assignments that taught them to distinguish non-verbal and non-verbal sounds. Then, as a result of the organization of a scientific-practical seminar at the Tashkent RIPIAT Center throughout the country, an integrated pedagogical system of creating the content of lessons was introduced into practice. The content of this system includes the following directions. Listening to non-verbal sounds and learning to differentiate.

Listening to speech sounds and learning to differentiate. Listening to sentences and texts and learning to differentiate. The Russian practice is leading in pedagogical work with children with cochlear implants. Russian scientist O. Zontova has introduced a number of methods of working with children with cochlear implants. The uniqueness of these techniques is that children with cochlear implants are given the opportunity to choose the type of communication that is least comfortable in the speech environment. In particular, this approach has been applied to children who have had a cochlear implant implanted after speech has been formed or while they are studying in special education institutions.

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PEDAGOGICAL SKILLS AND PEDAGOGICAL TECHNOLOGIES

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ABSTRACT

The pedagogical profession is individual in nature. The role of every educator is to be a master of his or her job, a master who is highly advanced, knowledgeable, or a master of his or her job. His pedagogical skills are reflected in his work. First of all, the educator must be well versed in the laws and mechanisms of the pedagogical process. In this sense, the generalized skills of the teacher, his pedagogical technique are of great importance. Achieving pedagogical skills is accomplished with certain personal qualities of the educator. Pedagogical skills at a high level represent the development of pedagogical activity, mastery of pedagogical techniques, as well as the personality of the teacher, his experience, civic and professional status.

KEYWORDS: *Pedagogical Skills, Technology, Profession, Educator, Personality, Personal Treats, Pedagogical Activity*

INTRODUCTION

It is most important in spreading the general foundations of pedagogical skill. The basic concept is the term "skill". Skill (a. "Skill" - skill, mastery, dexterity) - a job or activity at a high level, without any difficulty, with great skill performance; to perform a job, professional activity effectively, at a high level skill, skill is required or in certain indicators gain mastery is skill. The pedagogue, as a pedagogical scholar, reflects the following qualities promote: interaction with social subjects; with master establish a subjective attitude; consistent the essence of pedagogical processes perception; basics of world pedagogical culture. national pedagogy study of experience, its application on the basis of integration; constant awareness of innovative news; specialization Searching for information in the field of education recycling is more effective than them in the process of professional activity use; delivery to masters; personal education transfer to learners through generalization; professional dedication, knowledge, skills and competencies to master pedagogical technology assimilation. Among all professions. the teaching profession has a unique and important social significance. After all, the teacher is the architect of the kamoioti of the heart of the younger generation, the person who educates the youth. Today, he teaches young people the laws of nature, society, social life, intellectual development, prepares them for work, helps them to master the secrets of the profession, and teaches them the socio-economic conditions that are important for society. Solves It is the responsibility of the teacher to become a master of his profession, to influence the students, to develop their interests, abilities, talents, beliefs and practical skills. It requires a professional who is looking for a job. To do this, constantly improve the professional skills, abilities and qualifications of teachers, provide them with all-round care, create the necessary conditions, provide the necessary material and

scientific-methodological and technical assistance, it is necessary to promote the creative initiative of the anthropologists on a regular basis. Accordingly, the subject of "Pedagogical skills" serves to train skilled teachers, is a subject that teaches the secrets of professional activity of teachers and educators, skills and provides information on its improvement. 'studies the essence of pedagogical skills in teachers, ways, means, forms of development of professional activity in the framework of modern requirements. Pedagogical skills for teachers and educators pedagogical creativity, pedagogical techniques, education - the interaction of teachers and students in the educational process. teaches communication tactics, speech culture, thinking, organization and implementation of spiritual-educational and pedagogical work of the educator, the ability to control behavior and emotions in the process, and pedagogical skills that develop their profession. provides information about the system of activities. [1]

To understand the essence of the concept of "pedagogical creativity" first you need to know what the term "creativity" means. Creativity ("create" - to create; describing the individual's readiness to produce a new idea, the creative ability that is part of talent. According to P. Torrens, creativity is in itself a problem or a science hypothesis advancement, hypothesis verification and modification, decision results understand the problem on the basis of formulation, find solutions to the problem specific knowledge of, in relation to the opposite of your action represents a high level of sensitivity. Pedagogical creativity is 1) the traditional pedagogy of the educator the effectiveness of the teaching and learning process as opposed to thinking to create a new idea to serve, as well as was to positively address the existing pedagogical problem readiness, pedagogical problem is solved rationally, masterfully ability to describe (in a broad sense); 2) clearly defined the ability to overcome existing difficulties to achieve a goal (in the narrow senses. Pedagogical reflection is the essence of the teacher's personality and responsibilities, including values, interests, motivation understanding the nature of factors, thinking, perception, decision-making, emotional impact, behavior, etc. At the present stage of scientific and technical development, production The intensification of relations is new in various spheres of the national economy the introduction of technology and a number of similar factors to the human psyche exerts more physical and mental stress than before In the pedagogical activity of mentally or physically exhausted masters of mental, attention should also be paid to relieving physical fatigue. This demand is exacerbated by the negative psychological factors, on a large scale especially in the current context of information collisions is important. Mental and physical in learners pedagogical activity aimed at overcoming fatigue "Relaxation" (lot "relaxation" - weakness, weakness, mental or physical exhaustion; pedagogy of overcoming obesity) is called This pedagogy has been practiced in world education in recent years opportunities are widely used. Pedagogical relaxation (Lat. "Relaxation" - weakness, weakness, mental or physical exhaustion; elimination of fatigue) - emotional activity, mental and physical strength of masters and recovery of working capacity. In complex situations. m: children with disabilities, science when working with masters who are not able to master or have a difficult upbringing appropriate from the pedagogical and psychological possibilities of relaxation, Targeted and effective use gives the expected results. Relaxation tining and self-training, which are widely popular today creates a positive environment. When using them masters are protected from external and internal influences, and to them only the persuasive voice of the educator is heard. This is it the secret of the educator and further enhances its effectiveness. [2]

Pedagogical culture is the solution of the professional task of the teacher mastery of methods and tools, pedagogical knowledge, tact, technique and a high level of cultural expression. Based on

the pedagogical culture, the following qualities are reflected in the following. Below is the essence of the constituent elements of pedagogical ignorance is mentioned. Pedagogical design culture. He was o zined by the educator combines demand and desire with internal capabilities to be able to correctly define the goals and objectives, taking into account the pedagogical planning the process in stages, zamr in the implementation of the plan the ability to select a medium characterizes ownership. Design culture, as well as a creative approach to activity, innovation to create, not only within the framework of firmly established norms and requirements it also means possessing the ability to create freely. [3]

Cognitive ability - pedagogical participants - masters, easy with parents, colleagues, and school leaders to communicate, to establish a proper relationship with them an individual psychological trait that helps. The ability of the educator to know is manifested in the following paints: [4]

- Educational, taking into account the specific and individual characteristics of the master, the socio-psychological characteristics of the team clear definition of function;
- The educational process based on the requirements of modern education didactic, psychological and methodological planning and analysis;
- An effective form of organization of educational processes, reasonably choose methods and tools;
- By masters in accordance with the requirements of the curriculum results of mastering materials. Master's degree and be able to determine the level of development;
- Interest, need and activity of the master to know to carry out various forms of development work;
- In class. In extracurricular activities, in extended hours, to carry out various educational activities in clubs, societies or societies;
- Individual work with masters, parents;
- The need for a healthy lifestyle in masters is personal and general hygiene skills, first aid shaping my demonstration skills;
- Demonstration tools, modern technical means in the educational process, effective use of information and advanced pedagogical technologies;
- Development of didactic material and visual aids;
- The basics of pedagogical knowledge of parents, the basic age of your child characteristics, psychological peculiarities, at different ages from the nature of the relationship between children and parents to inform; [5]
- The path to self-analysis, self-assessment and personal activity to correct a defect. Pedagogical outlook. The whole field of ownership of the worldview The life of a teacher is as important in his work as it is in his work is important. This quality is the educator himself and the learners The content of the interaction established between, the results has a defining system of dialectical views and beliefs. Culture of thinking. The current pedagogical situation of the educator to be able to take into account, depending on the nature of the link be able to make decisions and apply them effectively in practice represents. To the culture of pedagogical thinking in the pedagogical process ownership in the usual and special means of organizing it

correctly and rationally effective use. The culture of perception. This culture is the educational process of the educator based on the participants' understanding of their inner experiences, feelings, and thoughts means to establish effective communication with. Evaluation culture. [6] The educator is a pedagogical reality, an event, depending on the nature of the process link draw conclusions, demonstrate the ability to make rational decisions must be able to. The conclusion drawn by him and accepted decisions are essentially moral, aesthetic, political, legal, religious, or philosophical may have character. Skills I i pedagogues, especially masters should be vigilant and careful in evaluating their activities is the assessment does not negatively affect the master's personality, but his extinguishes his interest in reading.

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POETICS OF ARTISTIC SPEECH IN SMALL PROSE WORKS

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ABSTRACT

In this article, in the example of the stories "Scholar son", "Well", "Mother hill", "Day of the Sun eclipse", "Song", "Stormy Day", "Hill" by the writer Normurad Norkobilov, language of literary work, artistic speech, author's speech, character's speech, monologue, features of dialogue are discussed. Also opinions about the forms of the author's speech and its importance in describing the state and psyche of the protagonists, the role of the characters' speech in characterizing the character, and the features of the dialogue in revealing specific aspects of the protagonist's character are expressed.

KEYWORDS: Normurad norkobilov, Story, Language Of Literary Work, Artistic Speech, Forms Of Artistic Speech, Author's Speech, Character's Speech, Monologue, Dialogue, Character, Individualization.

INTRODUCTION

Human is an integral part of nature. Today, the subject of human and nature is becoming a topical issue not only in literature, but in all areas.

In the last century, great writers such as Sh.Kholmiraev, T.Murod, M.Safarov in Uzbek literature and J.London, Ch.Aitmatov, S.Thompson in world literature on the theme of human and animal world, nature also wrote in their works. NormuradNorkobilov is one of the few writers in Uzbek and world literature who does not imagine human in isolation from nature, depicts him in harmony with nature, understands the subtleties of world of non-organic things, flora and animals, and considers this subject as the main issue of his work. The happiness of NormuradNorkobilov as a writer is that the virtue of bloodshed with mother's milk, the ability to enjoy the complexities of nature determines the basis of his work [1].

In a number of researches and articles of the leading literary scholars U.Normatov, A.Rasulov, K.Yuldashev, the writer N.Norkobilov is recognized as a writer with his own style of interpretation and eloquence. Although Normurad gained popularity for his two novels and short stories such as "Bilbog", "Dog of the jungle", "White neck", "Man of mountain", "Death day", "Fluff", "Enemies", "Belt" "White house at the station", "The Wolf in the Village", a significant part of the author's work consists of about a hundred stories. Although the author's stories have been partially studied in the research of scholars such as D. Kholdorov, U. Rasulova, the author's stories have not been studied in terms of artistic speech, its forms and features, the author's speech, dialogue and the role of monologue in the poetics of the story genre. For this reason, in the stories of the author, we will focus on the forms and features of artistic speech, its importance in fully revealing the character of the characters.

Major Representatives of Russian literature, such as VV Vinogradov, G. O. Vinokur, MM Bakhtin, also spoke about the language of fiction. Research has been conducted by Uzbek scientists such as M. Kushjanov, G. Imamova, Y. Solijonov.

Although we say "the language of literary work", it is in fact a matter of artistic speech, because a literary work is a text created by the elements of language, that is, the phenomenon of speech [11]. It is well known that the language of literary work consists of two major interrelated parts, the author's speech and the character's speech [9]. When it comes to forms of artistic discourse, the first thing to consider is the author's discourse. Because in a literary work, the author's speech introduces the reader to the characters, draws the characters, describes the place and time in which the events take place. In general, the author's speech is a factor that binds all the major and minor parts of the literary work [7]. In this regard, we will focus on the features of the author's speech in the stories of N. Norkobilov. The author's story "Stormy Day" describes the situation of a woman who is angry with the work of men who always talk to women on the street. "As she hurried out, she stepped out the door and saw an ax in her hand. She didn't think about when she had got it. The only thing she thought was that it wouldn't last long. The pain, which had been suffocating for a long time, touched the surface, burning to clear the area of men. She chases men around the table first, then she quarrel Bahrombutcher. Eshqulnow sees what he sees in her"[5]. In the story, the author draws her state through the actions of Aunt Sanam for the reader. As Aunt Sanam rushes out with an ax in her hand, the author's speech portrays a woman who is full of hatred and wants to get rid of everything in the eyes of the reader. At the "peak" of the story, the author describes the image as a woman drowning in pain. It was this dull affair that took Aunt Sanam out into the street and, in the words of the writer, swept through the square.

In the story of the "Song", we focus on the old man's condition. "The old man looked outside. When the daughter-in-law did not return, he got up, tired of his niece's words. He met a woman in the yard and gasped again. At the same time, he looked at his nephew with contempt. He tilted his head as if to reflect the stone inside. He raised his head in shock, feeling a pleasant grin in front of him. The bride was washing and ironing. He's a bot. He obeyed her instinct, stroked her hair, and caressed her with sweet words, saying that she smelled of you. He could not dare this [4]." The wife of a niece from the city reminds the old man of the old woman she cares for. The author describes the old man's psyche, sufferings, and inner feelings in such phrases as "excited again," "scared," "stunned again." In this way, the author's speech allows the reader to express the inner feelings of the protagonist, which cannot be expressed in his speech. In some cases, the author's speech directly describes the events that take place around the characters. "She's walking

down her sister's house alone, holding something in her long sleeve. It is clear that his wife yelled after him. At the door of the hut outside, two sisters-in-law are shouting. No one seems to have touched the neighbors' quarrels. Two young men are chirping like chickens in a pond by the pool. A third perished without being able to separate them. The brother of one on the right and the uncle of the other on the left are hurrying towards Saikhan"[5]. In the story "Tombstone", the reader, following the author's statement, sees a lively, lively scene and enters the world of the literary work. The author's speech is as emotional as the language of the whole literary work. This emotionality is sometimes manifested in the transfer of the author's speech to the character's speech. Berdimurod who is sitting on a low platform raised from a stone, is looking at his mother from under the canopy. He wants to scream from the inside. "Enough now," but something's bothering me. It doesn't sound like it's better to be crushed than to scream. His mother became more and more angry"[5]. In describing the mood of the character, the author describes the suffering in it through his own words. This will increase the emotionality of the work we are reading.

Everyone's language and way of speaking in life gives a clear idea of how they lived, their culture, their psyche. Accordingly, the speeches of the protagonists in the literary work, as well as the way of speaking, are different, unique, and play a role in understanding the essence of their character. [10]. The speech of a sharp person, which comes to life in our imagination as a result of people's actions, thoughts, arguments, and interactions with others, is called character speech. In turn, the speech of the characters in the play is divided into several forms. One of these is monologue speech. Thoughts, inner experiences, speeches of the protagonists to themselves (character self-argument or self-analysis A.X.) or to others are called monologues. In NormuradNorkobilov's stories, monologue is not observed in a specific way, that is, in a large volume or as a whole. However, in the author's story "The Hill", dialogic speech becomes monologue to express the strong experiences of the protagonists with excitement [1]. We see this in the story, first in Soqol and then in Sharif's speech. This is how the author describes Sharif's image as a simple, bitter man, his dreams and aspirations.

"Are you talking like you don't know?"

Sharif stared at him and patted him on the head.

"I'd be a pilot if my father died and I didn't have to worry about living here!" I was floating in the sky with your eyes burning!

"Her eyes are full of sadness and she sighs deeply."

- But ... you shouldn't give up on your dreams. Here are the brothers growing up. Now everyone is worried for himself. no one say that brother, how are you? Now there is a wish! Envy! But I will definitely make one of my children a pilot"[4].

Through the following monologue from the story, the reader becomes aware of the character's mental state, his inner world, his spiritual image, as well as his deep thoughts and thoughts about life and people.

"Of course you don't know me," he said, blowing smoke, "but the whole republic knows me."

-Soqol's eyes suddenly flashed angrily and he pointed his index finger upwards.

-Artists know! And you ... He fainted, fell silent for a moment, and then said, "Because ... you have no growth!" As you were born, so you are! Oh my God, what a horror it is!

-Soqolpressed his right paw to his mixed forehead.

- What a horror! If only they were born that way! If it doesn't grow, if it doesn't grow! If he only knew how to survive, he would have to wander around like a pair of oxen!

He took his paw from his face and looked sad. He almost whispered the next sentence:

-How awful! "[4]

We also see in the author's story, The Scholar Son, a monologue of old Shayman's speech [3], in which he analyzes the old man's unspeakable, painful pain ... silently. I'm told, that he has a lot of money, otherwise he would not sit leisurely. But how do I ask? Asking for money from a child ... after all, I am asking for his brother. If it doesn't help then, when he will help. Hey, let's tickle it. If he understands, he understands, if he doesn't understand, it's his father's fault. Through a short speech by the old man, the writer reveals to the reader certain features of his character. The author skillfully describes the condition of the old man, his inner experiences, through the speech of the protagonist, so that the reader fully understands the psyche of the old man as a result of emotional speech. Although Shaiman is old enough to work, he is not allowed to ask his child for money, but the whole burden of living is on him.

Dialogue is the most common form of literary discourse after monologue in today's prose. Dialogue plays an important role in fiction: it reveals the character of the protagonists, represents the period, reflects the situation [2]. N. Norkobilov uses dialogue extensively in his stories and understands its place in the work. The author builds the plot of the story "Day of the Sun eclipse" on the basis of dialogue. In the story, we see that dialogue plays an important role in revealing the main aspects of the characters' character, their moral and spiritual image.

"After all, his brother your uncle ...

- This guy doesn't have this excuse ...

"Even if you die dying, is he dead in this world?"

"I'm standing next to you!" [5, p.226]

This dialogue exacerbates the situation between the protagonists. The author does not interfere in the debate between the characters in order to increase the intensity of the conflict. In the author's story "The Hill", the dialogue also shows the characteristics of the characters, their worldview.

"Maybe we'll grow up tomorrow!" he said for a moment.

- No, we will grow today! -Nortojipolvon stood up. "If I don't grow up, I'll die!"

"I'm going to die, too!" Sharif still didn't understand anything, but didn't want to be left out.

- Where ... where do we grow? Samandar's hand looked at the tray from time to time. " [4, p.226].

As a result of the author's use of dialogic speech in the stories "Scholar Son", "Well", "Motherhill", "Day of the Sun eclipse", "Hill", "Pants or Women's Scandal" and "Kidnapping" will have a wide range of opportunities, such as individualization, improvement. In the stories named above, dialogic speech emerges as a key element in the development of the plot.

NormuradNorkobilov is an experienced writer with an aesthetic principle. [6] We know that the characters in the story are mostly ready, but in the subsequent actions and activities of the protagonists in the work, the role of artistic speech in revealing the characteristics of their character is great. important. In the writer's stories, we do not see the author's speech in the form of a narrative or description, but the characters' thoughts, psyche, suffering, various inner experiences, the reality of the work, all of which lead to the main idea of the work.

Also, in no story does the author's speech take the place of the narrator's. In the stories of NormuradNorkobilov, the author's speech occurs in several forms. When a writer creates a certain character, it takes a lot of work to individualize it. Important means of characterization are manifested in speech [8, p.82]. We can also observe in the individualized speech of each of the characters in the stories "Scholar Son", "Well", "Motherhill", "Day of the Sun eclipse", "Tombstone", "In the steppe", "Song", "The stormy day" and "Hill". For example, in the story "Scholar Son" the old man and his son Shaiman, and in the story "The Day of the Suneclipse" Sabir Polvon and BoborayimGovlar spoke. In these stories, we see the role of dialogue in shaping the characters, from the conflict between them to the development of the plot. [12]

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FORMS, MEANS AND METHODS OF WOMEN'S EDUCATION IN DIFFERENT PERIODS

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ABSTRACT

as the history of mankind testifies, the cultural level and spiritual perfection of society is determined by the attitude towards women. Although women have been respected and respected in the territory of Central Asia for thousands of years, but due to various objects and sub-factors, historical sources expressing information about the past, it was concluded that the woman of the East lived in the whirlpool of a backward way of life in the past. One of the situations that caused such a reflection to take root, it cannot be overestimated if we say that the real picture in ourselves is considered a disappointment in the study. So far, the role of women in society has not been sufficiently studied for many centuries. The fact that scientists of different Sciences study this problem through historical manuscripts, material monuments and other sources is an urgent task of today's stage of development.

KEYWORDS: *Intellectual Abilities, Results Of Intellectual Labor, Organizational Forms Of Education, Legal And Religious Code, National Educational Traditions, Zaratushtra, Dabistan, The Era Of The Sassanids.*

INTRODUCTION

The responsibilities and means of conveying social and then educational experience from generation to generation altered as living conditions became more complicated, and organized forms of education were gradually developed in the hands of professionally appointed personnel. Specialist training has become more specialized, and the three most popular types of schools have evolved. They are as follows:

- 1) a temple-trained school of priests;
- 2) Clerics were educated at palace schools.
- 3) a military academy for potential troops.

According to sources, tuition is paid, with the sum varying depending on the teacher's reputation or authority. Most significantly, graduates of such schools have the potential to rise to positions of power in society.

Education in clerical schools covered a wide range of topics. He taught law, astrology, medicine, and religion in addition to writing, arithmetic, and reading. Only privileged officials and slaves could afford to send their children to school because of the long duration and high cost of

education. Girls are less likely to participate in education than boys. Stick discipline reigned supreme in the schools, which lasted from dawn to dusk. In general, it should be emphasized that in many Eastern countries throughout the period under discussion, educational material and teaching methods reflected the region's prevailing religious ideology and served the interests of the secular elite and politicians. It's worth noting that teaching methods in ancient times were not systematized, did not have a mass appeal, and were carried out in different locations using varied methods, techniques, and instruments. This is attributable, of course, to the lifestyle, as well as the disparity between issues of environmental harmony and other elements.

It is common knowledge that exceptional stories and narratives serve as a foundation for instilling moral and patriotic values in young children. Since childhood, the family has been raising females in accordance with national traditions. As a result, home teaching was vital in ancient times as a starting point for children's physical and intellectual growth. The family is the foundation for cultivating feelings of love for work, physical endurance, many sorts of crafts, folk art, and national pride. Women-led home schools have become an important part of children's upbringing.

The ancients' education was heavily influenced by the people's spiritual ideals, which were reflected in moral, ethical, and religious notions. For these reasons, current pedagogical research should place a greater emphasis on the study, preservation, and, of course, lessons learnt from national educational traditions that have been passed down to us through written sources.

The progressive change from oral to written as a key mode of delivering and retaining meaningful knowledge can be understood as a manifestation of man's early mental powers and intellectual labor acquired via schooling. The collection of books "Avesto" is the first flawless source in the collection of works by Central Asian peoples. This book clearly depicts the early phases of human growth, the most primitive people's first moral and aesthetic steps. As previously said, various educational approaches, pedagogical variables that are interpreted in order to make every good deed vital, are at the heart of its teachings. The examples below demonstrate this.

The "Avesto", as a code of ethics, law, and religion, addresses the whole nation first and foremost: man must first have "a noble purpose, sincere words, and a strong will," and "truth, reason, and wisdom" must always accompany him.

Since truth, reason, and teaching are the main mottos of religion, it can be assumed that in ancient times, too, special attention was paid to education, morality, and aesthetics. According to Zoroastrian law, the family played an important role in the spiritual development of society. Those who had a family believed that they could live a good life. Therefore, starting a family and raising children was considered a sacred work. [1]

In Zoroastrianism, the upbringing of children was important. In the "Avesto" period, until the age of seven, the child was raised mainly by his mother. By the time he was seven, his father was required to send him to school. It also says, "If you have a minor, send him to school, because knowledge is the light of the eye" [2]

The "Avesto" offers some pedagogical norms for the early education and care of children. According to the Avesto, parents must send their children to school as soon as they reach the age of majority. They would be committing a severe sin if they did not. The women's job was to get

the child ready for school, which meant collaborating with the teacher to educate the child. As a result, it would not be an error to conclude that women are educated.

We sought to scientifically investigate the fact that there were severe standards for teachers in ancient times in our research. Teachers had to study at night and prepare for morning classes at the time. We read in the "Avesto" that "and may he be filled with delight, and may he be blessed in the eternal world to come." [3].

During the Avesto period, schools first taught reading and writing, arithmetic, geometry, astronomy, and medicine. The number of children who could go to school was very small. As a result, lower grade children limited themselves to learning their parents' professions and teaching them to their descendants in the future. The schools were called "dabistanam" and were located in churches. The word "Dabistan" is used today in Iran and Afghanistan to mean school. In Dabistan, girls studied with boys. In his instructions to Zaman, the son of Azarbad, "Do not prevent your wife from striving for education, lest you be overwhelmed with despair and sorrow for what you have done later." It is clear that the principle of not only preventing women's education, but also supporting it, has been implemented in the form of guidelines.

The content of women's education in Zoroastrianism includes, first and foremost, moral and aesthetic principles, as well as domestic skills. Girls were trained from an early age to teach the family's smallest children, to listen to adults' advice and direction, to run the home, to calculate, to calculate, and to know the weather and other natural occurrences.

Given the content of advanced and modern education in today's society, one of the most important challenges is the development of life skills in pupils. Even in ancient times, education was centered on acquiring the necessary information and abilities for survival. Animal husbandry tribes, for example, have studied and taught all of the necessary expertise in this field. Yarn, wool, leather, and winter food were also taught to the girls and women.

According to sources, girls have an important place in the religion of Zarathustra. They could be educated if their parents wanted. The law provides for the education of girls under the age of 15. It was also stated that girls should know how to do housework, be careful with household chores, keep clean and tidy at all times, and have a basic understanding of moral and aesthetic values.

In addition to these skills, girls were taught the basics of literacy in schools, but this was not a basic and necessary part of education. Literacy has taken education beyond the realm of learning. The main idea of education was religious and moral education, not practical knowledge and skills. However, according to archeological findings consisting of historical chronicles and statues of women, the conclusion that ancient Eastern women could read, write, count, draw, and embroider could be a more solid scientific hypothesis.

Religion was a driving source of instruction in the "Avesto" era, requiring strict obedience to norms and ceremonies. As a result, man had to manage his moral deeds and behaviors, i.e., educate himself, learn the days and weeks to make a living, calculate the number of people and livestock, and so on. He needed to be able to express himself religiously through writing and drawing.

Theology was the primary subject in ancient school, and writing played a significant role in its instruction. All of Zarathustra's instructions were already recorded on bamboo paper and bound into volumes in the last days of the old world. In today's session, older individuals and interested

adults were taught things like rhetoric, algebra, geography, astronomy, and medicine. Girls are most interested in pursuing medicine out of all the subjects available. Heuristic talks and arguments have become a hallmark of school and school instruction in recent years.

During the Sassanid period, there were many teachers who were well versed in rhetoric, logic, philosophy, literature, and many other subjects. The best teachers were often taught in royal schools and appointed by the ruler himself. Female teachers who know these subjects are also taught in ordinary schools.

According to historical written sources, the first alpha-political writing, that is, the system of vowel letters, appeared in the Neolithic period and paved the way for further improvement of the educational system of the peoples of Central Asia. The growing role of mental labor is evidenced by the many cuneiform texts that are considered one of the most valuable sources of the ancient culture of the peoples of the East. Inscriptions are written on trees, bamboo, animal skins, stones, tablets, papyrus, earthenware, and plates. Achaemenid inscriptions were found on various objects - metal vessels, stones, vases, seals, trade routes, tombs, weapons, palace walls and pillars, wool and silk fabrics, and even laid by builders on the foundations of palaces [4].

The earliest Aramaic inscriptions found in Central Asia date from the IV-III centuries BC and are from the Koi-Krilgan fortress of Khorezm. Similar inscriptions in Parthia's Nisa are thought to date from the first century BC, according to scholars [5].

The archeological find in the ancient Panjikent citadel, engraved in characters of the Sogdian script in ink on the full structure and its pieces, is thought to date from the late seventh or early half of the 8 century, according to archaeologists. The Sogdian script had 23 letters and was comparable to Aramaic. A letter from a Samarkand girl to her mother, who lived far away from her birthplace, ancient Sogdia, reveals that girls could read and write in ancient times, according to another historical source.

Thus, the early archeological discovery of the Aramaic and Sogdian alphabets in Central Asia reveal that inscriptions were widely utilized in office work and daily life in Central Asia. All of Central Asia's peoples had written literature, and it was mostly religious in nature, with a predominance of folk wisdom in the form of divine stories.

Any schooling has started with lullabies or rhyming poems at all times and in all ages. A mother sitting in a cradle wishes for her child to have a bright future. She sings fairy tale songs about her dreams and hopes. These types of songs are simple and quick to learn for children. Children are raised in this atmosphere from an early age, considering themselves as heroes, poets, sailors, princes, or lovely and smart fairies, talented artisans, poets who astound people with their brilliance and creativity, and so on. The people of Central Asia refer to such tunes as "Alla." Almost every mother is self-taught, inspired by her mother's song, and raises her children in the manner of her wise mother or grandmother.

Natural, spectacular happenings often predetermined our ancestors' religious views in ancient times. A newborn baby was bathed in hot water in the sun, according to Avesta hymns. As a result, people believed that all of their acts would be guided by the primordial light. Nothing, they believed, was more pure than a blissful daybreak [6]. The yearning to know the marvelous wonders of the earth was also linked to the origin of the principal melodies in ancient songs about the wonders of nature. For example, a wonderful tree of light is described as follows in a classical Parthian poem (old Persian):

The sun is bright and the moon is bright

Sparks gleaming from the trunk,

In the morning the birds sing with joy

A pigeon is playing with different birds.

Voices and girls sing [7].

In ancient times, folklore was the basis of education. Thanks to the active participation of women in the creation of folklore, poems were written to dedicate more children to singing. A literary treasure trove of poems, fairy tales, legends and stories dedicated to children, it was an educational school for the youngest children. Fairy tales often tell stories that take children on long journeys, where good always triumphs over evil. For children, all short stories or fairy tales begin with the words, "Once upon a time" Only then is the plot of the story or tale told. At the same time, many sources state that the Persian-speaking peoples of ancient Central Asia developed a tendency to literature and especially poetry from ancient times. For this reason, many fairy tales even had rhymes, and they were written by the people in the form of short stories and legends.

Yakebud, yakenabud,

Sarigunbadikabud

Pirazanenishastabud [8]

Translation:

Once upon a time, once upon a time,

On the blue dome,

An old woman was sitting... .

Since ancient times, children and adults have been raised with respect for their parents, tribal elders, sages, and rulers, as well as loyalty to their commands. In essence, this education educates people morally first and foremost, providing them with good life counsel based on truth, knowledge, and respect for adults. Even lines like these arise:

Bigardonzebehashamatī royrūy,

Rizoipadarv-onimodarbīqūy [9].

The following content follows from the translation

Avoid luxury altogether

Seek parental consent

Regard for the mother appears to be the same as respect for the father. There were no limits on the family's children's upbringing and education. Many more women could benefit from schooling. Women were more engaged in writing than men, according to certain accounts. The letters and correspondence of a girl traveling with her husband to her mother, for example, support the belief that women can read and write just as well as men [10].

According to the analysis of available sources, the data on the oldest women's vocational schools in Central Asia are particularly noteworthy. In ancient times, vocational schools had a variety of disciplines. In particular, schools of arts and crafts played a key role.

Archaeological excavations have uncovered ancient settlements in the highlands of the Eastern Pamirs, known as the Kitchen and Karatumshuk. At an altitude of 4,200 meters above sea level, the Shahta Cave contains stone paintings that can be considered the oldest in the history of Central Asia. The stone paintings of the animals are painted in natural dark red mixed with animal fat. Rock paintings of people in the form of birds, wild boars and bears painted in two colors testify to the early art of the peoples of that time [11].

Women were more likely in ancient times to influence, participate in, and gain from the educational process. The Achaemenids, for example, included women in the writing of clay inscriptions, and they even profited from it. Along with the men, they were also involved in the grinding of stone inscriptions and images.

Typically, girls aged 10 to 15 learned to sew yarn, embroider, spin, dye, and embroider on fabrics, and produce a variety of goods out of wool and twigs with their family and then at vocational schools. These schools gave women and girls fantastic chances to realize their creative visions. A painting depicting a woman in a long-sleeved garment and embroidered kaftan was discovered on one of the walls during archeological digs in old Panjakent in 1964. Her gold belt cinches her slim waist.

This painting is not only a work of art, but it also demonstrates the ancient women's high degree of professionalism, attractiveness, and grace. True, teaching women how to cut, sew, and embroider, as well as make modern clothing, necessitated a high level of creativity and specific talents. As a result, it's acceptable to believe that the school of tailoring, embroidery, and garment decorating is well-organized.

The Central Asian region has long been a leader in the manufacturing of cotton and cotton apparel. Cotton items from ancient Parthia and Sogdia were traded to China in the 5th and 6th century. Fabrics were handcrafted by skilled artisans from the finest cotton yarns. Warm outerwear, women's and men's shirts, kaftans, trousers, and haram pants were all sewn from multicolored textiles by women. Weavers passed down the skills of spinning and stitching from generation to generation.

Felt rugs and carpets are made of wool. The ancient Roman writer Pliny said: "In ancient times, fur was used for rugs with coarse hair." He also cites Homer's testimony that the Gauls painted the carpet in a different way and the Parthian tribes in a different way.

Along with women, men are also involved in the Kigiz school. Pamir socks, woolen garments of Bactria and Parthia, Khorezm telpaks, Sogdian chiefs, ethics and kandizas were distributed all over the world by many caravans. The school, which teaches wool and fabric making, attracted more women with its simplicity. Weaving wool yarn and decorating it with colorful patterns was a favorite pastime in the high mountains. Felt items provided comfort and warmth to the steppe houses and mountain huts of the peoples of Central Asia. Housewives often made warm clothes, hats, and woolen shoes for their children. The sewing of leather garments and tents was also entrusted to women. Women and men who worked side by side received equal rewards for their work.

It should be noted that felt products, hats and woolen shoes are still widely used in the mountainous regions of Central Asia. According to historical sources, silk cocoons were first imported to Central Asia from China. As the silk trade flourished in Fergana, Sogd, and Khorasan, fabrics began to be embroidered instead of embroidered and added. Since silk used to be the favorite garment of the royal family, it was named "royal", meaning "worthy of kings".

Later, the Central Asian School of Silk Weaving and Textile Ornaments wowed other ancient East regions with its adaptability, as it was quite practical for the middle class. Animals, actual and imagined heroes, vegetation, and geometric shapes are depicted on the fabrics. Fabrics from this period were uncovered during excavations in the mountains of Bolalik-tepa (Uzbekistan) and Mug-kala (Kazakhstan) (Tajikistan).

The prominence of schools of handicrafts and decorative arts in Central Asia during the IV-VIII centuries AD was demonstrated by tangible evidence. One of the statues from this period unearthed at Panjikent represents a woman sitting on an ottoman. The garment is securely attached to the top half of the body, with a folded skirt of two folded shirts, earrings, a round locked torch, various necklaces, and embroidered posters, and is fastened with a combed hem. This sculpture conveys not only a sense of an unknown woman's attire and attractiveness, but also of the nuances of sewing and the existence of a professional school for the design of women's clothing and jewelry.

Women managed extensive sewing and tailoring workshops, according to the Achaemenid clay records. The majority of the men who worked for them were men. Noble ladies amassed vast sums of money and oversaw a large workforce. According to sources, there are numerous traditions and stories about a woman named Irdabama who started her business with a few women and went on to lead enormous farms with their children and even families [12].

Aside from conventional middle-class schools, there are educational houses in the area where boys and girls can learn to ride horses, shoot arrows, hurl spears, sprint, and wrestle. In the case of an enemy attack, physical education for girls was required as a compulsory topic of education in order for women to defend the honor of their country and state on an equal basis with males. Children were trained to get up early, to bear cold and heat, and to exercise by running and walking, according to Xenophon. Public schools are available to children. Girls at such schools were taught other topics as well as the fundamentals of military tactics and physical education.

Girls and women in ancient Central Asia were well trained in physical education schools. Fencing, horseback riding, archery, and wrestling were among skills they possessed. They might bring their armor, put on their military uniforms in a timely manner, and walk out to defend their land like men. One source provides proof of the same idea: Many men were put in a difficult position because of Daryavahush's daughter, Istotiro's bravery. A bold and agile female commander of King Aspasia's regiment was one of Cyrus II's wives.

A lady named Ortmis, who served as captain of the ship under Khushyarshah, is one of the sources. Many women are claimed to have occupied top positions at the same period. A bold girl named Pontius, for example, led an army. Even after being temporarily halted for childbirth, women were able to rejoin the ranks and head the army during this time. [13]

As civilization progressed, so did the educational system, according to ancient accounts. In the past, schools were established to provide the basic needs of students. Women's education is also influenced by their schooling. Schools were not organized in a mass or universal fashion, i.e.,

jobs, skills, and then qualifications were localized, because women's education and upbringing were mostly guided by personal, family interests.

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GUIDANCE OF THE XX CENTURY ABOUT THE PHILOSOPHICAL HERITAGE AND SUFISM OF NAVOI

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ABSTRACT

The article reveals the analysis of the results of the development of Navoi studies, for which the twentieth century has become a truly triumphant century. Uzbekistan has become a universally recognized center for studying the heritage of the greatest poet and humanist. The whole world began to comprehend the poet. European scientists, on the basis of sources created in the Navoi era, subjected to scientific research the issues of the personality and creativity of the brilliant poet and outstanding statesman, thereby creating the foundation for a new stage of Navoi studies.

KEYWORDS: *Navoi Studies, Philosophy, Heritage, Sufism, Literature, State Activity*

INTRODUCTION

Navoi is first of all a Sufi and only then a brilliant poet, thinker and citizen. What a Sufi does in mortal life can serve as a cover for his holiness and closeness to the Lord, a kind of distraction of the attention of the crowd from a person whose soul has completely turned away from the world and every moment breathes only by Him, the Beloved Creator. Even the genius of Navoi, who created the greatest and enduring masterpieces of classical literature, is just an addition to his holiness, carefully hidden from prying and uninitiated eyes [1].

Western scientists who traveled to the countries of the East in the 19th year, lovers of antiquities and collectors of artifacts serving in colonial countries, at the first opportunity tried to get copies of Navoi's works and take them to their homeland. As a result, the works of the brilliant poet have accumulated in large numbers in museums, libraries and private funds in Great Britain, France, Germany, and Italy. The "Catalogue of Turkic Manuscripts", published by the English orientalist C. Rieux in 1888 in London and now stored in the British Museum, testifies to the great interest in the work of the Uzbek thinker.

In his catalog, the author gives a description, in particular, of 12 rarest copies of Navoi's creations. The famous source and textologist Ch. Ryo treated the personality of Alisher Navoi with the greatest respect, as evidenced by his following words: "Mir Alisher is a historical figure who has rendered the greatest merit in raising the status of the Turkic language to a literary one. He was a highly cultured person and a brilliant thinker, and this is generally recognized. He, without a doubt, is the most fruitful poet of all Turkic-speaking poets" [2].

Among the European orientalists E.Bloche, M.Buvat, E.Brown also studied the work of Navoi, the manuscripts of his works. So, E.Brown in his four-volume book «History of Iranian Literature» covers the life and work of Alisher Navoi, dwells on his work. Brown highly appreciates the work of the poet and writes: “The significance and impact of Mir Alisher, both as a creative person and as a patron of the people of the pen, are indescribably great. He is the greatest benefactor of his era and his country” [3].

Thus, we can see that the interest in the work of Alisher Navoi in the European Oriental studies of the 19th century has become very significant. Based on the sources created in the Navoi era, they subjected to scientific research the issues of the personality and creativity of the brilliant poet and outstanding statesman, thereby creating the foundation for a new stage of Navoi studies. Firstly, they summarized and introduced into scientific circulation handwritten sources dating back to the end of the 15th - beginning of the 16th century and containing information about Navoi.

Secondly, the traditional eastern interpretation of Navoi, which has continued to this day, based on description, was discontinued, and instead a scientific approach to the work of the brilliant master of the word was proposed. However, the Navoi Veda of this period did not delve into the biography of the great poet. Summarizing the information about Navoi contained in historical sources, they did not subject them to a comparative critical analysis. As a result, the real biography of the thinker has somewhat faded. In the view of the orientalists of the 19th century, Navoi became a confidant close to the padishah, who lived a quiet life as a holder of a seal, a vizier. In the memoirs (tazkir) of Navoi, much is said about his «Nazira» (initiations) and «tatabbu» (imitations), which misled Western orientalists, who understood Navoi as a «poet-imitator».

It should be emphasized that the second stage of development of Navoi studies was associated with the process of great political transformations. Since the second half of the 19th century, a race began between Great Britain and Russia to turn the East into a colony, and this race caused an increase in interest not only in geography, geology, nature, but also in the spiritual potential of the Central Asian and Indian regions. This interest, for certain reasons, did not weaken even after the October revolution in Russia and the establishment of the domination of the «red empire» in the territory of Central Asia. The scientific report “Alisher Navoi”, written in 1868 by M. Belen, an employee of the Hungarian Embassy in Turkey, became relevant again. Lucien Bouv's article «Strokes to the civilization of the Temurids», «Catalogue of Turkic manuscripts stored in the National Library» by Edgar Bloch, sections on Navoi in the «History of Iranian Literature» by the English scholar Edward Brown can be attributed to noteworthy studies of that time.

During this period, the tendency to exalt the genius of Navoi and present it as a symbol of the nation among the Turkic peoples, deceived by the false promises of V. Lenin about presenting autonomy and freedom to the border regions, in particular the republics of Central Asia and Transcaucasia, intensifies. The first attempt was made in the «Initial kurultai of Turkology» held in 1926 in Baku under the motto «Alisher Navoi - the great Turkic poet» and dedicated to the 500th anniversary of the brilliant thinker according to the Muslim calendar (Hijra) [4]. The main attention was paid to the contribution of Navoi to the development of the Turkic languages, his status as a statesman and the ideas of national identity. The reports of the leading scientists of that time, such as «The Life and Literary Position of Navoi» by Ismail Hekmet, «About Navoi» by Mirzo Jalal Yusuf-zade, «Navoi - a linguist», Chuban-zade Bakr, «The influence of Persian

literature on Navoi» by Mirzo Mukhsin Ibrahim attracted the attention of not only the participants, but also literary critics of all Turkic peoples, inspired them to study the work of Navoi.

But it must be said that even before the twentieth century, the West began to comprehend Navoi, since interest in the personality and heritage of the great humanist was not limited to the East. The encyclopedia «Oriental Library» by the French scientist Artolemed Yerbelo, published in 1697, provides a biography and titles of Navoi's works.

In the studies of the orientalist Sylvester de Sacy (1758-1838), the name of Navoi is mentioned - all this testifies to the fame of the great poet and statesman in the West.

The Russian orientalist P. Savelyev, in an article published in 1835 and specially dedicated to Mir Alisher, gives a completely truthful assessment of the creative activity of the great poet and gives brief information about his works. A significant event in the development of Navoi studies of that period was the master's thesis of M. Nikitsky, dedicated to the life and work of Navoi. This researcher generalizes the materials given in such historical and memoir works as «Tazkirat ush-shuaro» by Davlyatshah, «Tukhfai Somi» by Soma Mirzo, «Majalis ul-ushshak» by Sultan Hussein, «Ravzat us-safo» by Mirhond, devoted to the political and literary life of the era of domination of the Temurids dynasty. Nikitsky, on the whole, correctly assesses the literary and state activities of Navoi [5].

Nikitsky adequately appreciated the great poet, argued that «Mir Alisher occupies an honorable place in the history of the literature of the East», he called on Russian orientalists to pay special attention to his work.

The book «Turkic reader», prepared by Professor N.N. Berezen (1818-1896) and published in Kazan in 1857, contains excerpts from two works by Alisher Navoi - «Vakfia» and «Munshaat». The famous Russian scientist V.V. Velyaminov-Zernov prepared a scientific-critical text of the dictionary, compiled in the 16th century on the basis of the works of Alisher Navoi and known as «Abushka» and published it in 1868. Another Russian orientalist, N.I. Ilminsky, in his work published in Kazan in 1862 and dedicated to the Turkic-Tatar languages, highly appreciated the merits of Alisher Navoi in the development of the literary Uzbek language and characterizes him as a person who selflessly fought for the development of his native language [6].

Katremer in 1841 in Paris published the works of Navoi «Muhokamat ul-lugatayn» and «Tarihi muluki Ajam».

The Hungarian scholar G. Vamberi, in his works devoted to Central Asia, begins to give excerpts and translations from the works of Navoi. He translated into German the introductory part of «Mahbub ul-Kulub» (Beloved of Hearts), some chapters of «Farhad and Shirin», as well as excerpts from other works of the great poet.

The French wax specialist M. Belen published a voluminous article entitled «On the life and work of Mir Alisher Navoi» in 1861 in the Asiatic magazine [5]. At the same time, he wrote a large work on the work «Majalis un-nafois», translated some chapters of «Mahbub ul-Kulub». It should be noted that the works of Nikitsky and Belen were considered studies that were fully recognized by orientalists of the 19th century, moreover, they served as the main source in the study of Navoi at the beginning of the 20th century.

The influence of kurultai was felt that year in Uzbekistan, in particular, in articles about Navoi

by Abdurauf Fitrat and Vadud Mahmoudi, published in the newspaper Maorif va ukituvchi (Enlightenment and teacher) [7].

The mood of the kurultai, of course, could cause unexpected embarrassment for the partocrats of the communist totalitarian system. All Russian orientalists were urgently mobilized to correct the situation. The interpretation of the life and work of Navoi, reflected in the materials of the kurultay, was considered to be opposed to the then ideology, and the propaganda of these performances met with serious obstacles. Here is what the orientalist E.E. Bertels wrote about this: “A characteristic feature of this stage of Navoi studies can be considered that the works about Navoi were almost exclusively representatives of the nationalist bourgeoisie, who tried to use his name for their own purposes. Therefore, the works published at that time were at best only useless, and for the most part - anti-scientific and harmful. The collection “Navoi” (1926) published in Baku contains a number of articles based on outdated materials and completely incorrectly covering the main issues ... However, the Academy of Sciences of the USSR responded to this unsuccessful anniversary” [8].

A conference on Navoi was urgently convened in Tashkent, standing, in the words of the communists, on a «socialist platform». The purpose of this scientific meeting was to prevent the propaganda among the peoples of the “pan-Turkist ideas” of the Baku kurultai and to show the greatness of Navoi through the image of a representative of the common people who opposed the ruling class of feudal lords and clerics. There was an urgent need for a strong theoretical study, capable of resisting the ideas and feeling of national pride of the materials of the first kurultai, sticking labels of “pan-Turkism”, “idealization of the past” on them. As the best manifestation of such a study, the book by V.V. Bartold «The World of Ali Sher and Political Life» was published. In this study, the image of Navoi was created, which is fundamentally different from the image that was established in the minds of the masses. Navoi was depicted as a representative of the working people, as an ardent opponent of the exploiting class, a hater of the Shah's regime, in general, because of this, he suffered many troubles from the Sultan.

The debates and discussions of the 1920s around the social status and ideological worldview of Alisher Navoi ended in the victory of mass repressions and the policy of the «iron gauntlets» of the Soviet Empire. So that the national Soviet socialist republics would not feel their «infringement», they were allowed to have a limited number of classic creators. Along with the Russian classics A.S. Pushkin, M.Yu. Lermontov, N.V. Gogol, L. Tolstoy, it was allowed to study the work of Nizami Ganjavi in Azerbaijan, Abdurakhman Jami in Tajikistan, Shota Rustaveli in Georgia, Alisher Navoi in Uzbekistan, but with one condition - the interpretation should be carried out on the basis of the methodology of the dominant ideology.

Propaganda of palace literature was strictly forbidden, religious literature was completely excluded as a means of intoxicating the minds of the people. They were condemned as feudal-clerical and religious-mystical literature, its representatives were to be regarded as servants of the exploiting class, apologists and sycophants worthy only of contempt. This circumstance, in a certain sense, led to a perverted interpretation of Navoi, falsification of his life full of contradictions, creation in the minds of readers of the image of a rebel, dissatisfied with the Shah's regime, almost a revolutionary and an atheist.

In the 1940s, work began on generalizing and systematizing the scientific research accumulated in recent years, the reason for which was the preparation for the 500th anniversary of Alisher Navoi. Along with Russian orientalists, Uzbek scientists were also involved in the study of

Navoi.

In 1948, for the first time in Soviet times, the anniversary celebrations of the great poet took place, which were preceded by the publication of many scientific works. During this period, the studies of E.E. Bertels, A. Sharafiddinov, A.N. Kononov, S. Aini, A.K. Borovkov, A. Semenov, M. A. Salie, A. Yu. A.Sadi, M.Aibek, M.Sheikhzade, I.Sultan, A.Boldyrev, V.Zakhidov, V.Abdullayev.

Under the conditions of a totalitarian regime, in which the main direction of state policy was the planting of a base proletarian cult, the main goal of Uzbek scientists and literary critics was to preserve the status of Alisher Navoi as an outstanding personality and brilliant creator, and through this ensuring the perpetuity of national values. The studies of these Uzbek intellectuals and Russian orientalists who sympathize with them contributed to the formation of such an independent direction in Uzbek literary criticism as Navoi studies.

During this interim period, studies of the life and work of Navoi were devoted to the studies of some foreign scientists, including Mehmed Fuad Kuprulu, Agah Sirri Lavender from Turkey, Muhammad Yaqub Juzjani from Afghanistan, Iranian scientist Ali Asghar Hikmet. However, these studies in terms of weight and scale could not rise to the level of the works of the Uzbek Navoi Veda, because the achievements of the latter by that time were very significant.

In Soviet times, the principles of ideological struggle dominated the study of literary and cultural heritage. For this reason, our scholars were forced, when covering the history of literature, to present pro-communist-minded poets and creators, bypassing details that did not correspond to the socialist worldview. Studying the historical monuments of the 15th century, information about the life and work of Navoi, our scientists drew attention to the discrepancy between their concept of Barthold.

It is difficult to say that such a one-sided teaching adapted to the interests of the regime did not cause discontent among Uzbek scientists and literary critics. Although they could not come out openly, they nevertheless, with the help of Russian Orientalists, struck blows at certain views. As an example, one can cite the important scientific research of E. Bertels, who, without opposing Barthold's concept, nevertheless undermined its main provisions from within. In his article "Relations between Alisher Navoi and Sultan Hussein Mirza", A.A. Semenov strongly condemns the equating of relations between rulers and poets that existed in the Middle Ages in the countries of the East with the relations "Tsar and Pushkin" known in Russia in a later era [6]. At the same time, succumbing to euphoria, Semyonov himself lost sight of cases of disagreements, chills, which, no, no, yes, sometimes arose in relations between Navoi and Baikara. Moreover, he made a mistake in matters of the genealogy of the great poet.

This is how the movement began to introduce information from some sources into scientific circulation, to ensure, as far as possible, historical objectivity, without touching the "corns" of the dominant ideology that dictated the criteria and directions of literature. A significant contribution to the further enrichment of the biography of the brilliant thinker was made by such Navoi scholars as M.T. Aibek, V. Abdullaev, V. Zakhidov, I. Sultan, A. Kayumov, A. Khayitmetov, A. Abdugafurov.

Deep scientific research of Uzbek scientists on the study of lyrics and dastans, artistic skill and creative method, the correlation of traditionalism and innovation, the worldview and philosophy of the great poet, identifying the place of oral folklore in his work, as well as studying issues of

interliterary mutual influence served to raise Navoi studies to the level of independent scientific directions. In this regard, the works of P. Shamsiev, N. Mallaev, V. Zakhidov, I. Sultan, A. Kayumov, S. Ganieva, H. Suleiman, A. Rustamov, A. Khaitmetov, A. Abdugafurov, B. Valikhodzhaev, Y. Iskhakova, I. Khakkulova, N. Komilova, R. Vakhidova, M. Khakimov, M. Khamidova, S. Erkinova, Sh. Sharipova, L. Zahidova.

A. Mirzoyev, R. Musulmankulov, A. Afsakhzod, E. Shadiev from among Tajik scientists, Turkmen researchers B. Karriev, M. Kosaev, K. Barjanova, K. Ogalyev, Azerbaijani specialists H. Orasli made a great contribution to the study of Navoi's creativity, J. Nagieva, Russian Navoi Veda I.V. Stebleva, S. Ivanov and a number of orientalists.

In conclusion, we can say that today no one doubts the viciousness of such a methodological approach to the study of the spiritual heritage of the past. Different interpretations and assessments of Navoi's philosophical worldview, in our opinion, are primarily due to the versatility of interests, aspirations and ideals of Navoi himself, the diversity of his work, where there are conflicting trends that testify to the complexity and versatility of the poet's personality. Not to a small extent, the difference in opinions and assessments is also due to the fact that Navoi's ideas and views are veiled by metaphors and symbols. The fact is that his work, like all medieval philosophical poetry, is allegorical in nature.

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SEMANTIC STRUCTURE OF ZOOMORPHISM AND AS AN OBJECT OF LINGVOCULTUROLOGICAL RESEARCH

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ABSTRACT

This article provides a brief overview of works on the study of zoolexics in the synchronous aspect, clarifies the main zoolexics used in the analysis, describes the semantic content of zoonism as a primary nomenclature and its functions. In addition, the lexical-semantic version of the zoonym is analyzed - the linguistic status of zoomorphism. In this regard, some problems of zoometaphor and zooidentification, questions related to the main elements of the connotative content of zoomorphisms, are considered.

KEYWORDS: Zoomorphisms, Zoological, Zooatama, Zoonyms, Zoosemism, Zooanalogies, Morpheme, Entomonym, Entomorphism, Entomorphic Metaphor, Entomorphic Analogy, Ethnosemantics, Ethnopsycholinguistics, Linguoculturology, Monolingual, Ethnic Group, Phraseologisms, Anthropocentric, Linguistic Terminology, Non-Linguistic, Sociolinguistics, Psycholinguistics, Expressions, Linguistics;

INTRODUCTION

As the First President of the Republic of Uzbekistan I.A. Karimov noted in his speeches: Everything depends, first of all, on what kind of people our new generation, our growing children will grow up to be.

Zoomorphisms and zoomorphic analogies are both external and internal features of a person (*etre un ane / donkey*), as well as more universal life situations, such as a person's attitude to work (*travailler comme une abeille*) to work) reflects and describes. We use the term zoonom to refer to linguistic terminology of lexical units combined through the concept of animal in general, and the terms zoomorphism and zoomorphic metaphor to name an animal in a figurative sense (butterfly, ant - about object, situation, man). Similarly, we use the term zoomorphic simulation to denote a zoomorphic analogy, and the corresponding zoomorphic analogy term to name a zoomorphic analogy. These meanings are based on the same characters as in the phraseology: in this way, these characters are included in the phrases; composition and derivation (morphological and semantic) arise in the general matrix of different occurring semantic characters. From these morphemes we get many meanings that we need. It belongs to each semantic group 20 metaphors and analogies are explained in the following order, for

example: entomonym, entomorphism, entomorphic metaphor and entomorphic analogy, and so on. [1]

Both universal features that characterize the cultural and national identity of each nation and its language, and ethno -specific patterns are reflected. Their study has recently attracted more and more attention of scientists. As a result, linguistic theories arise (ethno semantics, ethnopsycholinguistics, linguoculturology, etc.) based on the understanding of language as a model of culture.

The perceptual features of a non-linguistic being are reflected more vividly than in any other area of language. Because the images of animals in different languages (in terms of the assimilation of being by a person and its impact on the environment) at first glance are given features that are completely unreasonable, and sometimes even contradicting the internal connections of the language. object . These images and fantasies come from the depths of the human mind, from its beliefs and myths. Animals were included in the social hierarchy, in human society there were ideas that this community originated from animals, the animal was presented as a specific god of man. [2]

The anthropocentric idea remains a generally accepted and even central idea in linguistics to this day, since the identification of various descriptions of linguistic structure in itself can no longer be a pure goal of linguistic analysis. While human zootechnics arise on the basis of the figurative image of animal, evaluative images are the most accurate and direct reflection of the national self-consciousness of languages through a system of norms characteristic of a given ethnic group. The original name of the animal - zoosemism (for example, donkey) and the zoological characteristics existing in its basis - zoomorphism (donkey - about a person) are exactly the same lexical unit of the language - variants of zoonism¹.

In the languages being compared, the relationship between these variants is generally the same, regardless of the exact semantics of the link. Then the unity of their linguistic nature is expressed. A glance at the work devoted to this area of vocabulary showed that the research here is relatively extensive and considered material from different languages and linguistic aspects. The lexico-semantic group "Names of animals" is observed mainly in synchronous terms. Zoonists easily fall into the category of words and symbols that reflect the human perception of various animals, such as cunning, like a fox, cowardly, like a rabbit, and industrious, like ants. Many animal names have become permanent metaphors of the language. These names refer to the traits and qualities of a person: for example, a fox is a cunning and cunning person, a bear is a loser, lavender is about a person, and so on. [3]

The similarity of zoomorphic systems may indicate a common historical past of different peoples. The creation of a metaphor is based on the mythical imagination of the speaker, and not the real imagination of the animal. This means that the metaphorical view of the universe is not inspired by the scientific view of the universe, but by the linguistic view itself. That is why zoomorphic descriptions differ from each other in different languages, and as a result, metaphors or analogies that arise on the basis of the same zoonyms as nominative units can also take on different cultural and linguistic connotations.

Collections of monolingual phrases and proverbs. In these collections, the classification was carried out by topic or by keywords. The thematic classification is not sufficiently presented: topics are semantic categories that change from one topic to another. This situation creates a

problem in the implementation of a purely semantic classification; topics range from general (eg, nature, human relationships) to specific (eg, washing and clothing); they are not detailed, which contradicts the very concept of classification and therefore does not offer clear consultative factors. [4]

Thematic classification is often combined with keyword classification, add an index to clarify some cases in syllabic or mixed order, for example, the inclusion of a word in the thematic classification refers to the word *cle*, or the keywords are both thematic and lexical (for example, *cadeau: friendship*). Moreover, these collections strive for perfection and contain occasional phraseological units that are neither active nor passive. So, it seems that the time has come to introduce a single choice, mainly from a didactic point of view. Concerning contrast, some recent works on proverbs have retained the thematic classification: "identify as accurately as possible the Spanish proverb expressing the meaning and theme of the French *paremia*", "we have a semantic tool that represents a semantic idea and makes the topic much easier for us: for example, *Quand le chat n'est pas la, les souris dance sous / autorite / required*. In other words, we need to go back to words that mean *zoonyms*. From a semantic point of view, we are talking about structuring by grouping phraseological units according to a reasonable attribute: in the above two proverbs, exactly one attribute (wild rodent) is associated with a cat. The best lexico-semantic model that can be used here is the stereotype model, which includes typical and unnecessary symbols used specifically by phraseology. Thus, comparison between languages extends to the components of meaning in each language and sharpens in many ways. On the one hand, the emphasis is on the non- delimitation of proverbs and phrases (combinations are mainly those that include proverbs, and not vice versa), on the other hand, simple words (for example, *Un tel est un an ane*) and derived (*formiller*) values. These meanings are based on the same signs as the signs in phraseology: thus these signs are included in phrases; the composition and origin (morphological and semantic) of the various semantic features encountered emerge in this wax matrix. [5]

From a syntactical point of view, phrases should be arranged into classes (nouns, adjectives, verbs, phrases). This is not without the difficulty of limiting phrases. For example, a group of verbs with a human theme *mettre la charge advanced les boeufs* (*Il a mis la charge advanced les boeufs*) and *maqolli frazaga IIne _faut pas mettre la charge advanced les boeufs ; ot tour de cochon ve fe'l jouer (a qn) un tour de cochon ;* or, again, a quality *tour de cochon figure* with a horse (*un tour de cochon = un mauvais tour, un sale tour*).

The following definitions of linguoculturology have been given by linguists:

A) According to American linguists Sepir-Wharf, linguoculturology

"Objects of cultural values reflected in the language as a system theoretical and descriptive holistic study, contrast analysis at the linguocultural level of different languages (peoples) on the basis of the theory of linguistic relativity"²;

b) Russian scientist V.A. Maslova sees linguoculturology as a "linguistic network formed as a result of the fusion of linguistics and cultural studies," just as "the humanities study the material and spiritual culture manifested in the processes of living language communication," or "cultural studies." and as a complex field of research in the fields of linguistics, ethnolinguistics, and cultural anthropology";

c) V.V. According to Vorobyev, linguoculturology is a “complex scientific discipline is a type of generalization in which the relationship between language and culture in the process and explores the interdependence, and the process as a whole, based on the current system of priorities and culture (universal values and norms) and the integration of linguistic and extralinguistic units in a variety of ways”;

In Linguoculturology: Theory and Methods, the linguist proposes a systematic study of the study of linocultural objects based on the integrity of semantics, sigmatics, syntax, and pragmatics. To conduct such research, writes V.V. Vorobyev's dialectical connection of linguistic and extralinguistic essence allows us to imagine the above-mentioned branches of science as a whole.

Linguoculturology has been variously defined by researchers (linguists, culturologists, anthropologists, philosophers, ethnographers, etc.). Based on the above and other definitions, we can say that the science of linguoculturology is the study of the linguistic units present in the linguistic description of a particular language. is a branch of linguistics that studies culture. So when we study a foreign language, when we do research in that or that language, we study the culture that is specific to those who speak that language. There is no culture without language, and without culture there is no language. Therefore, one of the most pressing issues facing modern linguistics is the study of the relationship between language and culture. In this regard, it is worth quoting the views of linguist S. Ter-Minasova: “Language is a mirror of culture, in which the people's social self-consciousness, its mentality, nationality, lifestyle, traditions, customs habits, moral norms, value system, worldview, attitude to the world ”

Linguocultural studies are all described by S. Ter-Minasova based on the theory of lingvoculturology, we have tried to shed some practical light on the anthropocentric role of French zoomorphisms in French culture, including language levels.

V.Von Humboldt put forward and the main leading research on neogumboldists

Many of the problems that led to the formation of the paradigm of anthropocentrism in language began to find new solutions. It is well known that with the advent of language lies an idea that describes man and his interests. The parems and expressions that have existed for thousands of years are also a reflection of the language and culture of a particular people.

The linguistic landscape of the world as a whole includes a set of products related to various indirect forms of perception, in harmony with the logical perception of the world. For example, the phraseology of each language is unique, it is related to the knowledge of the speakers and, in general, to the peculiarities of the ethnos way of life.

In particular, the use of zoomorphic proverbs in proverbs, sayings and aphorisms of every nation, in everyday conversations, reflects the characteristics of a particular ethnic group. In this article, we will look at some of the paremies and phrases in French and Uzbek that involve some "wolf-loup", "chicken-poule", "fox-renard" and a few other zoomorphisms.

In short, the descriptive means that allow us to move from one language to another cannot be based on too broad categories (words and topics): we cannot succinctly represent subtle semantic and syntactic information. The difficulty is manifested not only in clear differences, but also in a wide range: not only the corresponding words, but also similar characters differ from each other in different expressions, and sometimes in very subtle semantic features. Phraseologisms are distributed differently within similar syntactic structures. Linguoculturology is one of the many

disciplines to carry out lingvocultural research it opens up new opportunities to delve deeper into and study this or that language, both linguistic and non-linguistic, sociolinguistics, psycholinguistics, cultural studies, anthropology, history, and other fields.

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INTEGRATED LEARNING TECHNOLOGY

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ABSTRACT

Integration is a deep interpenetration, merging, as far as possible, generalized knowledge in a particular field in one educational material. The need for integrated lessons is explained by a number of reasons. The world surrounding children is known by them in all its diversity and unity, aimed at studying individual phenomena, it is divided into disparate fragments.

KEYWORDS: *Innovative Method, Integration, Communication, Pedagogical Opportunity, Motivation.*

INTRODUCTION

Innovative methods control the process of personality development and bring to the fore dialogic methods of communication, a joint search for truth, development through the creation of educational situations, a variety of creative activities. This problem is solved by interactive teaching methods, which are the main methodological innovations [1].

Integration (from the Latin word *intergratio* – connection, restoration) is the unification into a single whole of previously disparate parts and elements of the system on the basis of their interdependence and complementarity [2].

The integration of learning is the process and result of an inextricably linked whole in the process of learning a foreign language. The correct establishment of interdisciplinary connections, their skillful use is necessary to form the flexibility of the mind of students, to activate the learning process and strengthen practical orientation. The integration of learning makes it possible to link into a single system all the knowledge and skills acquired in various lessons, as well as to acquire new knowledge in the course of these connections. The integrated approach allows teaching in the real world communicative functions within the framework of a speech act, indicating how speech is used in daily situations to express praise, apology, request information. Fragmentary knowledge does not contribute to the understanding of native speakers.

Integrated lessons develop the potential of students themselves, encourage active cognition of the surrounding reality, to comprehend and find cause-and-effect relationships, to develop logic, thinking, and communication abilities. [3]

The form of integrated lessons is non-standard and interesting. The use of various types of work during the lesson maintains the attention of students at a high level, which allows us to talk about the sufficient effectiveness of lessons. Integrated lessons reveal significant pedagogical opportunities.

Integration in modern society explains the need for integration in education. Modern society needs highly qualified, well-trained specialists.

Integration provides an opportunity for self-realization, self-expression, creativity of the teacher, promotes the disclosure of abilities.

Advantages of integrated lessons.

They contribute to increasing the motivation of teaching, the formation of students' cognitive interest, a holistic scientific picture of the world and consideration of the phenomenon from several sides;

To a greater extent than ordinary lessons contribute to the development of speech, the formation of students' ability to compare, generalize, draw conclusions;

Not only deepen the understanding of the subject, expand the horizons. But they also contribute to the formation of a versatile, harmoniously and intellectually developed personality.

Integration in education is subordination to a single goal of education and training of the same type of parts and elements of content, methods and forms within the educational system at a certain stage of training [4]

In the scientific and pedagogical literature, integrated courses are considered as a didactic tool for the controlled integration of knowledge acquired by students in the process of forming interdisciplinary skills.

The integration structure includes [5]:

- a) Objects;
- b) The composition of the connection (the name of the objects between which the connection is established);
- c) The direction of communication (a communication line from one object to another).

The integration process itself is considered as the mutual influence, interpenetration and interrelation of the content of various academic disciplines in order to form a comprehensive, complex, dialectically interconnected system of scientific ideas about certain phenomena, sides, properties of the material world or social life.

As you know, traditionally the program has fixed the goals, the content of training, the sequence of mastering and the requirements for the level of proficiency in speech skills. In accordance with the goal-setting function, the program of the integrated foreign language course should, first of all, reveal the goals that are determined by the modern order of society. In terms of in-depth study of an integrated course, learning a foreign language involves [6]:

- 1) To strengthen motivation to learn a foreign language by saturating the course with interesting information and involving students in practical activities using a foreign language;

- 2) To make foreign language knowledge, skills and abilities practically more targeted, focused on specific areas of application;
- 3) to ensure the strength of this knowledge, skills and abilities by increasing the volume of speech practice, both in terms of reception (reading, listening) and production (speaking, writing);
- 4) To promote greater flexibility by improving the mechanisms of combination (including lexical and grammatical compatibility of language material, its semantic variation, periphrasis);
- 5) Significantly expand the scope of the receptive or potential vocabulary, as well as grammatical phenomena that students could independently understand when reading and, to a certain extent, when listening;
- 6) expand the active vocabulary-minimum and teach to use it purposefully to solve communicative tasks, namely: to report and request information, express a request, advice, opinion, assessment, etc. in communication situations most typical for the implementation of specific cases in the field of knowledge and practice;
- 7) To improve the skills and abilities of independent work on a foreign language.
- 8) Create a holistic view of the real world for the student. The result of such integration is that the child receives the knowledge about the world that reflects the connectivity of individual parts of the world as a system.

The objectives of the course determine its content, which, in order to better manage the educational process, can be correlated in the program with the communicative tasks to be solved, new language material, expected speech products and the final planned learning outcome. Integration is finding a common platform for the convergence of subject knowledge at the junction of already existing traditional subject knowledge, children receive more and more new ideas about the world, systematically replenishing and expanding them (moving in a spiral in cognition) [7].

Integrated learning can occur at various levels. They are distinguished by three levels of integration in the lesson

At the *first level*, the main source of integration is direct interdisciplinary connections. The allocation of this level in the integrated program of integrated foreign language teaching is associated with the tasks of coordinating the teaching of relevant material. It is especially important to designate the proposed material in a single program to ensure a coordinated choice of vocabulary and topics of foreign language classes. [8]

The *second level* involves the integration of basic education and additional classes in subjects. In addition to the expansion of the material, the second level also assumes a higher quality of interdisciplinary connections, episodic inclusion of the material of other subjects, direct didactic synthesis is possible – conducting joint thematic classes in two or more disciplines in a foreign language on the basis of new material. It is reaching the second level that can logically and effectively solve the tasks of strengthening the socio-cultural orientation of foreign language education in general, expanding background knowledge in a foreign language, modernizing the lexical base and strengthening the motivational aspect of teaching foreign languages. [9]

The allocation of the *third level* is associated with a certain thematic limitation of subject courses. The very logic of constructing the existing programs of the studied disciplines clearly outlines not only the problems of the foreign language taught within their framework, but also possible directions for deepening its study. Thus, the third level presupposes the highest level of integrated learning associated with the transition from coordination to a deep synthesis of knowledge in a foreign language in connection with the course being taught, from the construction of interdisciplinary didactic systems to the formation of a new academic discipline of an integrated nature. The subject of the analysis are multidimensional objects, information about the essence of which is contained in various disciplines, the independence of each subject with its own goals, objectives, and program is preserved. [10]

Integration is a source of finding new connections between facts that confirm or deepen certain conclusions. Observations of students.

Patterns of integrated lessons:

- The whole lesson is subordinated to the author's idea,
- The lesson is united by the main idea (the core of the lesson),
- The lesson is a single whole, the stages of the lesson are fragments of the whole,
- The stages and components of the lesson are logically and structurally dependent,
- The didactic material selected for the lesson corresponds to the idea, the chain of information is organized as “given” and “new”.

The interaction of teachers can be built in different ways. It can be:

1. Parity, with equal equity participation of each of them,
2. One of the teachers can act as a moderator, and the other as an assistant or consultant;
3. The whole lesson can be taught by one teacher in the presence of another as an active observer and guest.

The methodology of the integrated lesson.

The process of preparing and conducting an integrated lesson has its own specifics. It consists of several stages.

1. Preparatory
2. Executive
3. Reflexive.

The purpose of this stage is to arouse students' interest in the topic of the lesson, in its content. The ways of arousing the interest of students can be different, for example, a description of a problem situation or an interesting case.

In the final part of the lesson, it is necessary to summarize everything said in the lesson, summarize the reasoning of the students, formulate clear conclusions.

At this stage, the lesson is analyzed. It is necessary to take into account all its advantages and disadvantages

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THE STRUCTURE OF SPANISH PHRASEOLOGICAL UNITS DENOTING HUMAN BEHAVIOR

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ABSTRACT

Phraseology as part of the linguistic picture of the world and one of the tools for the study of language, culture, history, national traditions and customs has been studied quite deeply. The study of phraseology allows a deeper understanding of the history and character of the people.

KEYWORDS: *Cultural Component, Human Behavior, Phraseological Units, Life Experience.*

INTRODUCTION

The cultural component, reflecting the national-cultural originality of phraseological units, includes elements of material and spiritual culture inherent in a particular ethnic group, pre-scientific knowledge about the world, national symbols, references to precedent phenomena and processes [1].

The identification of the national-cultural component of the phraseological unit, the basis of the study of which are phraseological units in Spanish that reveal human behavior, makes it possible to study phraseological units from the point of view of detecting information about the national culture and behavioral traditions of the peoples of Spanish-speaking countries in their semantics [2].

According to the structure, Spanish phraseological units that characterize human behavior can be classified as follows:

1. Noun + noun: "boca de lobo", "genio y fi gura hasta la sepultura", "aire de taco" [2].
2. The union "como" + noun: "como el banco del herrador", "como pez en el agua" [2].
3. Verb + preposition: "salir a la defense de", "echar a uno a freír espárragos", "andar al daca y toma", "dáreselas de", "estar con el abejun en el burche", "echar uno por la otra acera", "comenzar en achihincle y acabar en ahuirote", "jugar con dos barajas", "reírse a boca llena", "tirarse de cabeza" [2].
4. Verb + conjunction: "estar como unas devanderas", "hablar como una devandera", "ponerse como un tomate", "moverse como un bigote", "acure que viene y manirote que cae" [2].

5. Noun + adjective: "muerte fulminante", "uestión delicada", "situación engorrosa", "amigo íntimo" [2].

6. Verb + participle: "esperar sentado", "banquero quebrado", "abierto o cerrado"[2].

7. Verb + noun: "soltar la sinhueso", "meter la pata", "pasar los días haciendo pajaritas de papel", "caérsele el alma a los pies", "hacer un desavío", "echar la baba", "hacer escarnio", "ser enemigos declarados", "jugar el dedo en la boca" [2]. Phraseological units of this group are mainly verb-predicative and in sentence 33 act as a predicate.

8. Constructions with negation of "not": "no dejar a uno hueso sano", "no ahorrarse con nadie", "no tener pelos en la lengua", "no se puede chifl ar y beber agua". Such phraseological units are verbal or adverbial, perform the function of a predicate or circumstance in a sentence.

Considering the phraseological units in the Spanish language that determine human behavior from the point of view of the typology of phraseological units, the following types of FE can be determined:

1. Combination. Combinations form "stable phraseological groups in which the meanings of component words are separated much more clearly and sharply, but remain unfree" [3], i.e. these are phrases that include a word with a phraseologically related (limited) meaning: amigo íntimo (bosom friend), muerte fulminante (sudden death).

2. Fusion. Fusion is "a type of word combinations, indecomposable, the meaning of which is completely independent of their lexical composition, of the meanings of their components, and is as conditional and derivative as the meaning of an unmotivated sign word" [4]: estar con el abejón en el burche (hang your nose), (get into a mess).

3. Unity. In this FE group, "the meaning of the whole is connected with the understanding of the inner figurative core of the phrase, the potential meaning of words, many tightly soldered phraseological groups are easily deciphered as figurative expressions" [5]: meterse en danza de espadas (to get into a fight, into a quarrel), estar uno que se lo llevan los demonios (to be in a rage, to tear and throw), salir a la defensa de (to stand up for someone), echar la baba (to be moved), andar en ésas (to plot something), barrer uno hacia dentro (to act in their own interests), hacer un desavío (to lead someone astray, to mix everything up maps), hablar como una devandera (to chatter incessantly), estar como unas devanaderas (to be out of yourself), jugar con dos barajas (to play a double game, to deceive the soul) [2].

Thus, the analysis of phraseological units of the Spanish language allowed us to conclude that, according to the structure, the most voluminous groups of phraseological units that determine human behavior are phraseological units combined verb + preposition ("salir a la defense de...", "andar al daca y toma"); verb + noun ("soltar la sinhueso", "meter la pata"), by the type of stable word combinations – unity ("hablar por las espaldas", "esperar sentado", "el que boca lleva, a Roma llega"). [6,7]

Phraseology is recognized as a subsystem of language that reflects the history and life experience of an ethnic group passed down from generation to generation, the specifics of the national mentality and even the paradoxes of world perception. It forms a national phraseological model of the world – part of the national linguistic picture of the world – and represents a very valuable source of knowledge about the verbalization of national stereotypes, which are transmitted by means of imagery rooted in the consciousness of the people. [8] The "long-lived" phraseological

subsystem of the language, like no other, confirms that the culture of the national community, "despite the evidence of integration processes, ... cannot radically change in a few years, and communicative behavior and speech etiquette are derivatives of the main typological features of the studied cultures" [9,10]. In other words, by studying the means of imagery fixed in the language, we get to know better the deep worldview and associative thinking of the people that has been forming for centuries, the understanding of which undoubtedly plays a crucial role in ensuring successful interethnic interaction in specific communicative situations.

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PROSPECTS FOR THE TREATMENT OF NEURITIS IN FRACTURE OF THE LOWER JAW

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ABSTRACT

The article presents data on neuritis of the lower alveolar nerve after a fracture of the lower jaw and its consequences. 100 patients were studied in the Department of Maxillofacial Surgery and the Rehabilitation Room of patients undergoing outpatient treatment on the basis of the Central Bank of the SSMO in Samarkand. The results of complex treatment of patients based on histological analyzes of the pulp are given.

KEYWORDS: *Mandibular Fracture, Inferior Alveolar Nerve (IAN), Histological Examination Of The Pulp, Ethylmethylhydroxypyridine Succinate And Combilipene.*

INTRODUCTION

In the last decade, there has been an increase in the number of patients in maxillofacial hospitals with severe fractures of the facial skeleton, due to combined and multiple injuries (Kopetsky I.S., Prityko A.G., Polunina N.V., IANibulin A.M. , 2009). Injury to the lower alveolar nerve occurs due to bruising, sprain, compression by bone fragments of the lower jaw, resulting in sprain in 70.1% of cases, contusion (bruise) in 16.8%, incomplete rupture - 12.5% or complete rupture - 0.6% of cases (Sabalis G.I., Karlov V.A. 1992; Timofeev A.A., Lesnukhin V.L., 2009; R. Brusati, L. Fiamminghi, E. Sesenna 1981; Politoun A.M., Znachkova Y.A., Kostyuk T.M. 2013).

Untimely diagnosis, delayed immobilization or indicated surgical treatment, ineffective drug therapy, non-compliance by the patient with recommendations and lack of desire for a healthy lifestyle contribute to irreversible changes in IAN, which leads to impaired consolidation of bone fragments, the development of inflammation, loss of sensitivity and muscle movement in area of nerve innervation. [1]

Purpose of the study: To improve the effectiveness of drug therapy in patients with a mandibular fracture with damage to the inferior alveolar nerve.

Materials and methods of research. Under observation were 100 men aged 19 to 63 years. The subjects were admitted to the hospital on the first day after the injury. The criterion for inclusion in the study group were patients with uncomplicated unilateral mandibular fractures in the area of the angle with symptoms of damage to the inferior alveolar nerve, of varying severity. Using

the classification of the severity of damage to the IAN, proposed by Korzh A. A. in 1989, the patients were divided into three subgroups according to the severity of the damage to the NAS: the first - with a mild degree of damage to the IAN, the second - of moderate severity, the third - medium-severe and severe degree. [2]

All patients underwent the following examination methods:

- collecting an anamnesis to determine the causes of injury, complaints (special attention was paid to the presence of neurological symptoms - numbness of the skin of the face, paresthesia, severe pain, and other symptoms),
- External examination of the maxillofacial area, with an assessment of edema, soft tissue hematomas, malocclusion
- load tests to determine the location of the fracture
- Histological analysis of the pulp.
- Instrumental method: X-ray examination of the dentoalveolar system in direct and lateral projections. In the presence of symptoms of damage of moderate and severe severity of the IAN, a CT scan was performed to diagnose the rupture. [3]

Drug therapy included ethylmethylhydroxypyridine succinate and combilipen. The choice of drugs for drug therapy aimed at enhancing the regeneration of the damaged area of the IAN and reducing the clinical symptoms that occur when the lower alveolar nerve is damaged was chosen in accordance with the standard for providing specialized medical care to patients with lesions of the facial nerve (Order of the Ministry of Health of December 24 .2012 No. 1497n), it is recommended to use vitamins B₁ and B₆, B₁₂ in complex therapy. [4]

Research results. The main clinical symptom was pain in all patients. Neurological symptoms are manifested in the form of paresthesia, hyper- (7%) and hypesthetic (93%) disorders, and tactile sensitivity was impaired in 30.6% of cases, deep sensitivity was impaired in 3.77%. Assessment of patients' need for analgesics and pain sensations were determined at the time of admission, on the 3rd and 10th day of treatment. [5]

On the first day of admission, the intensity of pain in patients averaged 2.6 ± 0.14 points.

TABLE 1 ASSESSMENT AND DYNAMICS OF PAIN ON THE 1ST, 3RD AND 10TH DAYS OF TREATMENT

ups	1st day points
1st day points	$2,6 \pm 0,14$
3rd day, points	$1,9 \pm 0,29$
10th day, points	$1,2 \pm 0,07$

On the 3rd day of treatment, the intensity of pain in patients significantly decreased to 1.9 ± 0.29 points. It was possible to completely arrest the pain syndrome in 97.6% of patients by the 10th day.

In the analysis of pulp sections obtained from intact teeth of patients with a mild degree of damage to the IAN, in most cases (64.8%), a classic picture of healthy pulp tissues was noted. It was a loose fibrous connective tissue rich in nerve fibers and blood vessels; along the periphery of the pulp, a layer of cylindrical odontoblasts was visualized with clearly visualized processes: the outer one, which penetrated into the dentinal tubules, and the inner one, located in the pulp matrix, surrounded by processes of fibroblasts. [6]

The pulp of patients consisted of fibroblasts, a few mast cells, which were concentrated near the walls of blood vessels, single histiocytes and small lymphocytes, a reduced number of eosinophilic leukocytes, elements of the histiocytic-macrophage series. In most cases, there were no signs of inflammatory infiltration in the pulp, a uniform distribution of single small lymphocytes in the matrix was noted, and CD20-positive elements prevailed. [7]

However, in 35.8% of patients in the control group and in 36.1% of the main group with a mild degree of damage to the IAN, histological preparations showed moderately pronounced inflammatory changes, which manifested themselves in the form of cubization of the endothelium and slight swelling of the vessel walls. In this regard, uneven expression of CD34 and Podoplanin markers on endothelial elements was determined (Figure 1).

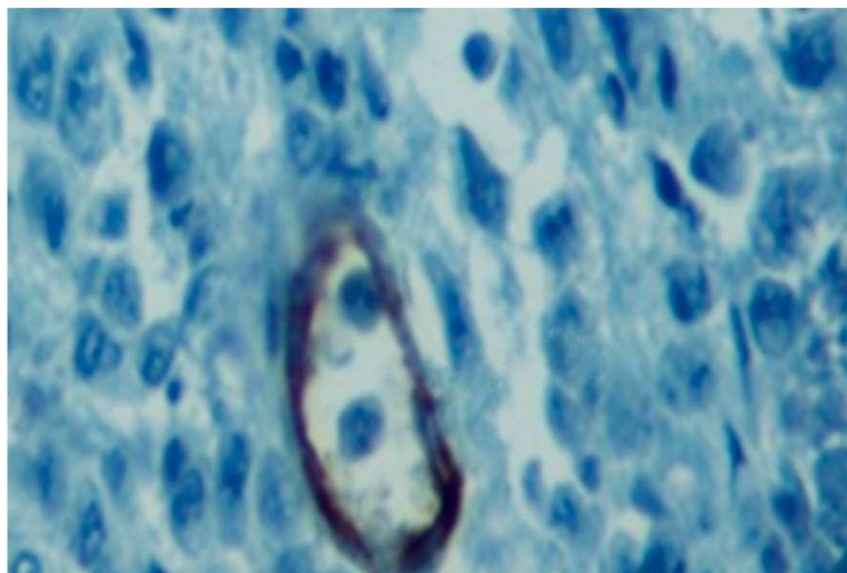


Figure 1 - Blood vessels with enlarged erythrocytes. CD34 stain, magnification 400

After treatment, patients had numerous newly formed blood and lymphatic vessels with endothelium without accumulation of excess intracytoplasmic fluid in them, which manifested itself in a fine reaction with CD34 in endothelial elements, without granularity or the presence of vacuolization. Edema of the perineural space was not determined (Figure 2). [8]

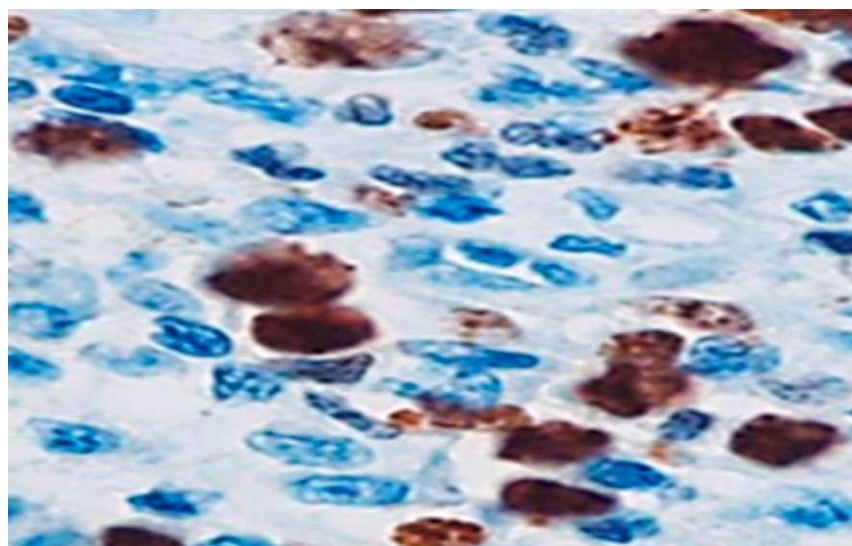


Figure2 - Proliferative activity of odontoblasts. Coloring Ky67, magnification 600

The synthesis of collagen by fibroblasts and its early physiological compaction of bone tissue were also noted, along with a decrease in pulp infiltration by macrophages and a decrease in the density of lymphohistiocytic infiltrate.

All patients with moderate severity had impaired migration and proliferation of fibroblasts, remodeling of the connective tissue and metaplastic changes. In addition, there was a significant decrease in the rate of formation of tertiary dentin during treatment. [9]

In histological preparations of patients before treatment, it was noted that macrophages colonized the pulp in a large volume, had signs of vacuolization of the cytoplasm. The collagen that was synthesized had a low degree of maturity and was defined as a structureless, weakly eosinophilic substance, randomly located in the intercellular space of the pulp. [10]

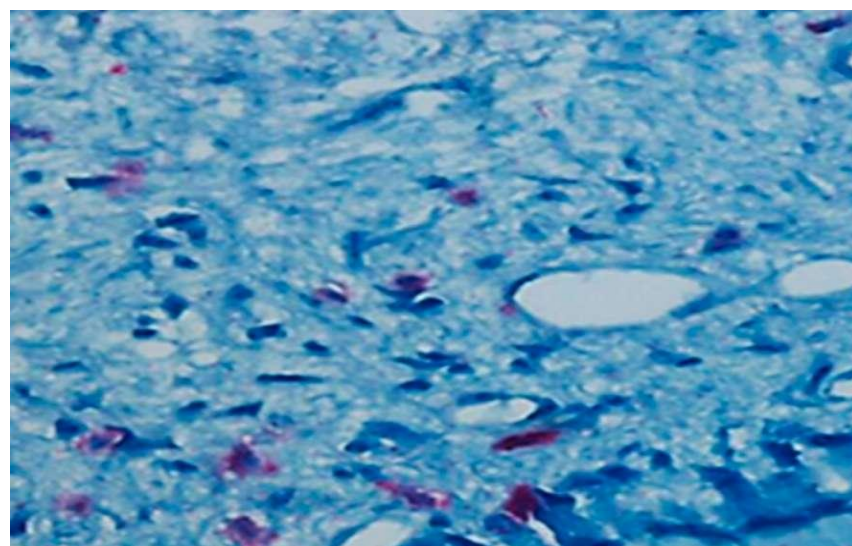


Figure 3 - Uniform decrease in the number of CD3 elements (main group). CD3 stain, magnification 600

In 87.3% of the histological materials of severe patients after the treatment, the severity of the inflammation reaction decreased, which was manifested in the prevalence of the exudative form of inflammation over the productive one. This manifested itself in a persistent inflammatory infiltration of the pulp, but which had a tendency to reduce the number of cellular elements, which manifested itself in a uniform decrease in the number of CD3/CD20 - positive elements (Figure 3). [11,12]

CONCLUSIONS

In patients with fractures of the lower jaw in 87.6% of cases, damage to the IAN of varying severity was noted. In patients with a histological examination of the dental pulp at all degrees of damage to the IAN, there was a decrease in the intensity of inflammation, an increase in the proliferative index of cellular elements and nerve fibers, a lower number of microcirculation disorders, an increase in migration and proliferation of fibroblasts, and an increase in the rate of formation and improvement of the structure of tertiary dentin during complex treatment with the inclusion of preparations of ethylmethylhydroxypyridine succinate, which leads to a decrease in the intensity of pain and sensory disturbances, an improvement in the parameters of electrical excitability, electroodontodiagnostic indicators, positive dynamics of histological changes, accelerates the processes of regeneration of the nerve fiber and shorten the recovery period. [13-15]

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TEXT COMPETENCE IN THE STRUCTURE OF PROFESSIONAL COMPETENCE OF THE FUTURE TRANSLATORS

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ABSTRACT

In the article the author theoretically substantiated the importance of text competence as compulsory condition of high level professional training in the context of competency approach. It specifies the structure of the professional competence of future linguists, translators, the integrant component of which is a professional text competence serving as base of translator professional skills, such as linguistic competence, communicative competence, text-forming competence, technical competence, personal and psychological competence within the framework of two languages.

KEYWORDS: *Competency Approach, Professional Competence Of Linguists, Interpreters, Text Competence, Text Work, Professional Text Competence.*

INTRODUCTION

At present, the issue of the formation of professional textual competence as one of the most important components of the professional training of graduates of non-linguistic specialties of a pedagogical university has been developed by I. V. Salosina. This paper attempts to substantiate the importance of textual competence for the professional training of future translators.

V. G. Gak, H. Fermeer and other researchers note the communicative nature of the translator's professional activity and consider it as a special type of speech activity aimed at implementing the tasks of interlingual communication, and the text (oral or written) is a "unit of communication" [1, p.330]. M.P. Brandes calls translation a "linguistic-textual activity" [2, p.3], the subject of labor of which is the text, and the means of labor are two language systems.

On the other hand, since the training of future linguists-translators is considered, the educational nature of the text should not be ignored.

Depending on the position of the subject in relation to the text, i.e., according to the nature of textual activity, scientists distinguish between primary and secondary textual activity. For future teachers, the primary text activity is aimed at creating and pronouncing, and the secondary activity is aimed at perception, understanding and interpretation [3, p.83].

This statement is also true for future translators who use text activities for learning purposes: searching for information on the Internet, in dictionaries and reference books, in various databases and other sources of additional information (information competence), writing a summary, abstract, annotations, making a presentation and etc. These types of textual activity are

inherent in specialists of all areas of study, so the authors consider them to be related to the field of general textual competence. Thus, in addition to text-forming competence, information competence is also a component of text competence.

The professional textual competence of the future linguist-translator is realized exclusively within the framework of professional translation activities. However, as regards the process of translation activity itself, it is significantly complicated by the fact that at the first two stages (perception and understanding) the translator deals with the text in the source language, and at the stages of creation and reproduction already with the target language. According to R.K.Minyar-Beloruchev, taking into account the specifics of translation activity, the following most important mental mechanisms should be distinguished:

- Perception of the text (it can be auditory or visual, the possibility (impossibility) of repeated perception also plays a big role here);
- Memorization (the degree of complexity of this process varies depending on the volume of the perceived text);
- switching from one language to another (depending on the type of translation, the duration varies from a few seconds to several days);
- Design of speech (oral or written form, the possibility of correction);
- Synchronization of translation operations (the need to allocate time for the reproduction of the text depending on the type of translation - simultaneous, sequential, etc.) [4, p.147].

Obviously, the mechanisms listed by R.K. Minyar-Beloruchev almost completely coincide with the stages of textual activity, with the exception of the process of understanding, which L.S. Vygotsky defines as the operation of attributing a sign to a meaning, quickly moving attention and highlighting key points. [5, p. 209–210].

Considering the fact that the goal of translation activity is, first of all, understanding the content of the original oral or written text and only then transferring it to representatives of another culture through the target language, the process of understanding should be considered the most important professionally significant component of translation activity. However, the memorization stage mentioned by R.K. Minyar-Beloruchev should also be considered as a specific element of textual activity in the context of translation activity.

The characteristics of each stage of translation activities may vary depending on the type of translation.

So, when performing oral consecutive translation, the interpreter must, in a short period of time, perceive, understand, remember the oral message, interpret the text, choosing the necessary vocabulary, the most appropriate grammatical schemes, take into account possible translation transformations and ways of transferring background knowledge, create a text in the head and, taking into account the pace of the sequence, following the replica in the source language, reproduce the content of the source text already in the target language; a simultaneous interpreter has to work in the most stressful situation, since for the successful implementation of simultaneous translation, he needs a special type of speech-thinking activity, which consists in simultaneous listening and speaking, i.e., in the perception and sending of a message [6]; in the situation of written translation, the translator in most cases has enough time to return to the

original version, he has the opportunity to work through each stage of his professional activity properly and not waste energy on memorizing the content of the text, since it is always at hand.

As for written translation, it is here, according to the authors, that the reflexive competence identified by Yu.V.Falkovich is realized, which can be considered precisely as a component of the professional textual competence of a translator at a certain stage - the stage of creating a written translation. [7]

Nevertheless, regardless of what type of translation we are talking about, the key to its successful implementation is the high level of the totality of the translator's professional competencies: linguistic, communicative, text-forming, technical, and personal-psychological. [8]

Based on the foregoing, the authors believe that, in relation to the professional training of future linguists-translators, it is advisable to distinguish two types of textual competence: general and professional.

The key and social competencies of the translator are based on general textual competence, providing for such types of textual activities as perception, understanding, interpretation, creation and reproduction, aimed at finding information, writing a summary, abstract, annotations, making a report, etc. [9]

Professional textual competence, in turn, extends directly to professional translation competences (language, communicative, text-forming, technical, personal-psychological) and acts as an integrating component.

A characteristic difference of professional textual competence is textual activity within two foreign languages, therefore, at the initial stages (perception, understanding, memorization), the translator works with the source language, and at the final stages (creation and reproduction) with the target language. The main stage of the professional text activity of a translator is the stage of understanding, and the additional stage is memorization, and depending on the type of translation, the stages of professional text activity last a different amount of time, and sometimes occur simultaneously. [10]

The key problems of both oral and written translation were identified as insufficient knowledge of the native Russian language (poor vocabulary, inappropriate use of colloquial vocabulary, violation of grammar and syntax in general), as well as the limited horizons of the translator, which leaves a negative imprint on the adequacy of the translation and general impression of the translator's personality. All of these problems relate to the field of textual competence, not only professional, but also general, which once again confirms the degree of its importance in the context of the professional training of translators. [11]

From the foregoing, it follows that the peculiarity of the professional training of a translator lies in the fact that the subject of his professional activity is a text, oral or written, and all the professional competencies of a translator, which together constitute professional competence, are realized in working with him. [12]

Thus, textual competence in the structure of professional training of future linguists-translators is an integrating component of both key, social (according to I. A. Zimnyaya), and professional competencies. However, at the level of professional competencies, given that the professional textual activity of a translator takes place within the framework of two languages and several types of translation (written, oral consecutive, two-way oral, simultaneous, etc.), professional

textual competence is of a special nature, which is reflected primarily in the structure of the stages of text activity. [13,14] Thus, the most important professionally significant component of translation activity is precisely the stage of understanding, and only then - transmission through the target language to representatives of another culture. The authors consider the memorization stage (according to R.K. Minyar-Beloruchev) to be an additional stage of textual activity inherent in translators, depending on the type of translation, some stages, for example, perception and reproduction during simultaneous translation, can occur simultaneously. [15,16] During the process of translation based on the text, all professional competencies of the translator are realized, which proves the importance of professional textual competence in the structure of not only professional competence, but also the professional training of the future linguist-translator.

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NATIONAL CHARACTER OF UZBEK FOLK GAMES

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ABSTRACT

The article discusses the origins of Uzbek folk dances. Folk games do not happen by themselves. For this purpose, folk games have been created for centuries by people who teach their children to be free, have a bright future, and at the same time want their children to be healthy and strong.

KEYWORDS: *Uzbek Folk Games, Ethnic Composition, Turkic And Uzbek People, Moral Responsibility, Scientific Theoretical And Scientific-Practical Basis.*

INTRODUCTION

If we take into account that the Uzbek people, its ethnic tribes and clans are the descendants of the Turkic peoples, the formation and development of folk games in the Turks, especially in the Uzbeks, dates back to antiquity. For this reason, the Uzbek folk games are a unique product of both collective and individual creative activity, a tendency of spiritual responsibility, perseverance, devotion to national traditions, customs and values inherent in the Turkic and Uzbek peoples. Examples of such folk games are "Running", "Kupkari", "Horse Jumping", "Kurash", "Chavgon", "Dandarak", "Ball Stone" and "Sniper", which symbolize the unity of strength, intelligence, experience, potential and mobility. will be. That is why they were created by a broad mass of people and have been preserved for thousands of centuries and delivered to the present day. [1]

Created by our people and perfected over time, such games have been developed over the centuries as a necessary element in the life and social life of many generations of the Uzbek people. it is natural that he performs various social functions.

The Uzbek folk games embody the traditions, customs, values, creative power, material and spiritual riches of the country's history. If we look closely, they reflect to some extent the historical experiences of knowing the realities around us more quickly and mastering them in all respects. These games are practical by nature. But there are also theoretical aspects that pay little attention to many of them. This is due to the fact that they have different names, rules of application, and over time, due to the obsolescence of games or game rules or game names, their content is updated and some names are renamed. In them, the peculiar integrity of the system of folk art culture, their national and individual characteristics are clearly visible, as well as the hidden theoretical aspects of naming them, a form of naming culture, such as renaming. Their names are also one of the sources that further enrich the lexicon of the Uzbek language, but they

have not been studied to date as one of the lexical and onomastic units on the basis of scientific-theoretical and scientific-practical research in terms of linguistic research. [2]

At the heart of the national character of folk games is a complex of cultural riches of the Turkic, including the Uzbek people, a huge, interesting and controversial heritage in this area. It is natural that folklore, especially its genres such as epics and historical legends, serve as one of the important sources in the formation, development and progress of Uzbek folk games. For example, we know the different types of "kurash" in the regions of our country: "Wrestling with a belt (belt wrestling)," Wrestling in different ways "," Wrestling by playing ". However, in the epic "Alpomish", which is a bright symbol of our national culture and enlightenment, Barchinoy's call to Alpomish, who fought with Kukaldosh for forty days and nights, to shoot the opponent into the sky as a way or a pyramid is not to break the rules of wrestling, but to develop and improve it. As a result, this wrestling game is becoming known not as an ordinary wrestling, but as "Surkhandarya wrestling". In this regard, given that this epic is in perfect condition for ten centuries, that is, a thousand years, the formation, development and progress of our games, as stated in the epic "Alpomish", goes back thousands of years. [3]

Many folk games, with the individuality of their themes and the generality of their content, provide a certain opportunity to highlight the traditions and customs, ancient customs, labor activities, enlightenment and culture of the tribes.

The forgotten divine prayers of our people, who have an ancient history, the rich and meaningful bytes and mixed numbers of jokes continue in the folk games of today's children. That is why the Uzbek folk games played as a group, and even some sports games, are based on the games of ancient tribes, their naming and rules of play. Because, as is the norm in everything, it is natural that certain rules of play in games were in force at the time they were created.

The first Uzbek folk dances were formed in ancient times from ancient times to the present day by patriotic, warlike, wise and innately pedagogical scholars, brave and talented teachers who have confidence in the future. To do this, it is useful to refer to the texts of historical written sources. From the historical legends "Tumaris" and "Shirak" legends also touched on the elements of certain games. In historical legends and historical written sources, game competitions such as "Kurash" (types of wrestling), "Fencing", "Sniper" are very common among the Sak, Shak and Masaget tribes, and they are a popular tradition. According to them, the Sak // Shak, Massaget tribesmen got the right to marry the girls they defeated during such games. This is also confirmed by the historical archeological and ethnographic materials collected and studied by scientists conducting archeological excavations.

In ancient times, the Turkic peoples of Central Asia, especially the Uzbeks, not only had games such as "Kurash", "Archery", "Riding", "Racing", but more precisely, they were known as popular games. . In historical records, the Greek historian Herodotus wrote of the skilled snipers of the Saxon tribe who lived side by side with the Khorezmians: It turns out that the game of archery is one of the most popular games among the people. [4]

According to historical sources, the Roman writer Klement Alexandrius (2nd century BC) wrote of the women of the Saka tribe:

It is clear from this that the Turkish and Uzbek national folk games have existed since ancient times as field performances, celebrations and methods of fighting several hundred years ago. This is evidenced by archeological excavations and not only the ethnographic materials of the

ancient Roman writer Elian, but also historical monuments and sources found in different parts of the country, tombstones of the Turkic peoples, "Devonu lug'at-it turk" and other ethnographic and dialectological content. confirms dialectal meaningful examples based on the essence. The history of their emergence is associated with the development of folk national games in the territory of our country, in particular, sports, theater, song, dance and circus arts. [5]

The content of folk games, created thousands of years ago, is very rich, colorful and very diverse, and has a certain historical character, that is, they were created to strengthen patriotism, preserve the freedom, equality and stability of the people.

Their content embodies the best traditions and performances of folk festivals and performances. Also, with its unique originality and features, folk games have enriched our national enlightenment and culture, perfectly integrating the folk traditions, values and customs of their generations.

For example, among the national folk games, especially the ancient and exciting games "Dorboz" and "Symbozlik" - their art stood out. In the past, the Dor Games and the skill of the players were so popular that they were even seen by rulers and famous commanders, as well as foreign guests. It is natural that the public and local holidays of the Turks, especially the Uzbeks, and the seasonal markets did not pass without darbozs and singing games.

Due to the great interest of the people in these games, dors were built in the Registans, market squares and Chorsu of large cities. The continuous sound of trumpets and drums in the morning heralded the beginning of the show. Hearing this, when the people gathered, the dor games related to dorboz began. Of course, the assembled spectators watched with excitement the bold movements of the dorboz (s) playing on a high-stretched rope with a thousand different methods and a thousand different subtleties. They were surprised by the goalkeepers' fearful but positive actions, but also upset by their fearsome and negative actions.

Simultaneously with the games of dor and darboz, the game of wooden legs became popular in Central Asia, especially in the territory of our country. Historical sources, historical epics, and novels have shown that wooden limbs have had both positive and sometimes negative effects on young people, such as running, jumping, dancing, playing melodies and songs on national instruments such as trumpets and horns, and performing spectacular performances. [6]

Such games are "Game of Thrones", "Throwing a stone from a sledgehammer" (a stone throwing tool made of leather and fabric of medium width is called a sledgehammer). In Alisher Navoi's epic "Farhod and Shirin", it is written in school textbooks that Farhod struck a blow at the enemies who invaded Armenia by standing on a mountain and throwing a stone. The games mentioned in the play intensify the fighting of the warriors so that the king and poet Babur enters the battle of Bonipart // Panipart, India, against an army of one hundred thousand men equipped with war elephants of the Indian king with twelve thousand warriors and wins.

The fact that from ancient times to the beginning of the XX century in Khorezm at the governmental level the spread of the "Game of Sticks" to train young people and improve their fighting skills shows the natural need for folk games.

As one of the Turkic peoples with an ancient history, the study of the traditional way of life of the Uzbek people on the basis of scientific theory and scientific practice shows that the territory of the present-day Republic of Uzbekistan was once inhabited mainly by nomadic and semi-

nomadic peoples. Their main occupation was animal husbandry and farming. Not only semi-sedentary but also sedentary farmers were engaged in cattle breeding. Farmers used horses, sheep, and cattle to plow the land, thresh wheat, and draw water from rivers and wells. Livestock was also used by traders and artisans. As a result, a number of Uzbek folk games such as "Podachi", "Lame Wolf and Sheep", "Goats and Shepherds", "White Camel", "The Wolf Has Come" have emerged, and their rules have been perfected, complicated and developed. [7]

In order to prepare a solid and solid foundation for their future, the representatives of our people said that such interesting games as "Pigeon Game", "Baby", "Yumronkoziq", "Horse Game" on the theme of animals and birds among young people will be a wide picture of dance games. provided. In this way, the people's representatives instilled in their children the idea that they should be as alert and strong as animals, as spotless, diligent and hardworking as birds.

Also, among the tribes and clans of the Uzbeks, "Karnaymi, surnay", which symbolizes weddings, "Nina, ip and tuguncha", "Tapir-topur slate", "Pumpkin planting", representing various aspects of the social life of the people, defending their homeland. , such as "The Battle of the Roosters", "The Rooster and the Chicken", "The Runner, the Bird Has Arrived"

Although the national folk games originated in very ancient times, at each historical stage of their development the content changed and performed different social functions. Traditions, including the national games of the people, are connected with the life of our nation and have been passed down from generation to generation. The knowledge and experience acquired by ancestors has been tested in practical life, strengthened and improved by subsequent generations. Their content has been updated by each generation, in the stages of development of society. At that stage in the development of the society, the children played together the national games of the people played by the adults under their control. Many national games have been passed down from fathers and grandfathers to children and grandchildren. For example, games such as "Kurash" and "Kupkari" are examples of this.

It is clear that the Uzbek people teach national games in a large part of the country, ie in all regions of the country, to children, the younger generation in the family, in the educational process, and in their spare time, holidays, weddings and various ceremonies. With this in mind, we plan to interpret, describe and scientifically analyze the onomastic features of their naming through examples, based on the study and mastery of the content of Uzbek folk games.

So, the origin of the Uzbek folk games is due to the following:

1. The desire of the people to care for the future of their children and to discover things that are useful to them, including games.
2. To form complex things, especially complex stage games, to make their offspring strong, resilient, agile, courageous, alert, intelligent, and courageous.
3. To teach conscious and skillful attitude to the tendency of changes in nature and society by mastering them, as there are certain invariant rules and laws in every game.
4. Mental adaptation to the fact that social relations, such as the rules of folk games, are delicate, controversial.
5. To accustom oneself and one's partners to live on the basis of equality and neutrality in social relations, just as it is necessary to respect the opponent (s) in every game.

6. Given the fact that in the content of folk games there is spiritual encouragement, such as courage, bravery, diligence, respect for others, to teach them to children as both a game and a serious exercise.

7. To feel that the content of the games is one of the outdoor educational processes for the presence of courage, diligence, impartiality inherent in the Turks.

The amount of these reasons can be multiplied again. At the same time, the fact that they are not in vain can be seen in the example of the process by which folk games have been developing and improving for thousands of years. After all, in every game of our people, the unique content of the wisdom, potential and traditions of the people is sealed. It also shows that folk games have played an important role in its history and destiny. [8]

Thus, in the national games of the Uzbek people, the social significance of historical periods is reflected in the specific forms of modern social life, labor and lifestyle of the people. which also means that there are problems. Such problems, of course, will be solved in scientific research based on scientific theoretical and scientific-practical foundations. The Uzbek national games reflect the rich feelings of the Turkic peoples, in particular, the Uzbeks, their spiritual responsibility for the future of their children and various spiritual experiences, spiritual uplift, love and protection of their homeland.

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THE STATUS OF WOMEN IN THE VICTORIAN ERA

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ABSTRACT

The aim of the article is to highlight about the status of the women in the Victorian era in Literature. It includes social, economical and political position of the women in the nineteenth of the century in England, and the data of the reign of Queen Victoria. A good wife should always be ready to welcome a guest of any rank, join in conversations on various topics, and be a charming partner at various parties and banquets. The driving force behind all the successes of the Victorian era was undoubtedly the values and power of the middle class. Decisions regarding family members and large expenditures were made by the husbands, and the views of the wives were not always taken into account.

KEYWORDS: *Queen Victoria, Status Of Women, Social Life, Women In The Family.*

INTRODUCTION

The Victorian period refers to the reign of Queen Victoria (1837-1901) of Great Britain, Ireland and India. This period of English history can be called the most developed and prosperous period of the empire. Queen Victoria was called the 'Grandmother of Europe' because the marriages of her children and grandchildren contributed to the expansion and strengthening of Britain's ties with other European countries, leading to the strengthening of Britain's power on the continent. Later, his generation ruled in many European countries [1]. Therefore, we will look at the characteristics of this period, especially the views on the status of women during the reign of Queen Victoria.

For a longer period of time than any other British monarch, during her 64-year reign, Queen Victoria became an example of her time and principles such as honesty, decency, hard work and greatness [1]. Throughout her life, the queen was subject to her family and her royal duty, which was very different from the lifestyle of previous rulers.

The majority of the upper class followed him, which led to the abandonment of the noisy, quarrelsome, restless lifestyle tradition of the previous generation of aristocrats. The highly skilled working class, like the aristocracy, decided to give up such a life. The driving force behind all the successes of the Victorian era was undoubtedly the values and power of the middle class. However, it cannot be said with certainty that all the features of the middle class were in an ideal state to follow it. Among the negative aspects of society, which were often ridiculed in the English literature of this period, were the belief in "prosperity is gratitude for goodness", strict adherence to values established in family life, moral hypocrisy and guilt, and religious views in

society. can be skipped [3]. The limitations of social life and the full observance of the rules did not imply open and vital human feelings. In the Victorian system, everyone was required to have a certain set of qualities required by society. Behavior, conversation, gestures, and etiquette were strictly controlled and violated. Artificiality and extreme moderation are therefore one of the main features of Victorian society. Consequently, hypocrisy was considered permissible, not mandatory. An educated person had to be polite to people he didn't like, not to express his opinion, to smile even when he wanted to cry. People around them needed to feel comfortable among other people, so they had to hide their feelings to provide them with the comfort they needed. It was only permissible to show one's true face by wearing a mask of hypocrisy in the family circle [1].

The pattern of family life introduced by the Royal Dynasty led to the strengthening of the sense of 'family worship' in Great Britain in the 19th century. It was the family that became the symbol of the Victorian era, and the large dynastic house included rules of conduct in society.

"How can I be happy? How can I be considered a tax collector? What can I do to make my life brighter? " - No woman has ever asked herself such questions before starting her daily routine. The qualities characteristic of the women of the period were consistent with other questions. "What can I do to make the most of my time, energy, and resources to make the most of it? Did I forget to help everyone in the house, and did that upset my loved ones? If nothing catches my attention, I, as a less busy member of the family, dedicate myself to the common good, engage them in friendly conversations, and cheer up those who are in a sad mood. I am ready" [4]. Sarah Ellis, in her Women of England, described the woman's position in the family roughly as follows. Praised by Sarah Ellis, "forgiving kindness" became the epitome of the perfect Victorian woman.

However, not all women have the title of the perfect woman. Historian Janet Horowis has identified three main images of Victorian women [3]:

- 1) Perfect - a happy mother, a caring daughter, a good housewife;
- 2) Immoral - an inverted, courageous servant, a depraved woman, a "long-tongued" girl from the outskirts of the city;
- 3) The sufferer is a hungry, helpless weaver, a single mother.

No matter which of the above images the woman belonged to, she had to have her own point of view and interests in various matters of life, to be highly educated, or at least not to show it. However, in the Victorian era, girls' education was very serious. Unlike boys who were sent to schools and boarding schools, girls were educated in their own homes, under the strict supervision of their parents, by specially hired female educators and teachers. Girls were taught the same things as boys, but in addition, each girl was required to master foreign languages such as fine arts, music, and French, Italian, and German.

As for the appearance of Victorian women, it was dominated by strictness and various prohibitions. The woman's figure is hidden under the hem of the shirt: under the skirt there are several large rings made of wire, and the skirt itself is covered with a fabric of about ten meters. Later, the appearance of "tournaments" in the dress, decorated with various bands and other ornaments, led to the complete closure of the lower part of the waist [3]. But there was not much determination to cover the neck and shoulders, and openness was allowed.

Having all of the above qualities was a guarantee for the girls to have a successful marriage in the future, to have children and to live a quiet family life. In Victorian times, marriage was considered the highest achievement in the life of every girl. The fact that married girls have to adhere to a system of moral conditioning can be considered a real achievement.

As mentioned above, the people of the time could not tolerate mental indifference, and physical openness was more strictly forbidden. The relationship between a man and a woman in the name of each other in public is also forbidden and condemned. Girls are not allowed to be alone with a man, meetings are open, conversations on worldly topics are held, symbolic gestures are used, "Can I hope?" and "Can I Think?" instead of a direct expression of love. The use of such expressions is strictly defined.

After the meetings and learning about each other's character and habits, the next stage of engagement awaited the lovers, allowing them to communicate more closely. During the engagement, the two parties would be able to get to know each other better, and the engagement would be canceled if any negative aspects of the character were identified. After long meetings and subsequent engagement, they finally got married [2]. However, during her family life, she was required to adhere more strictly to the strict rules that existed in her maiden life. For example, in the presence of strangers, the couple had to address each other as an official, i.e. a gentleman, "so that their chastity would not suffer from the couple's extreme intimacy".

The basic qualities of a good wife are humility, self-control, and self-sacrifice. These difficulties were mainly related to the complete submission of the head of the family to his husband. Accordingly, the order was also patriarchal, with society excluding women who had children but were not married because of different moral views. However, in many cases, married women were forced to endure domestic violence. Decisions regarding family members and large expenditures were made by the husbands, and the views of the wives were not always taken into account. But the reports of the chief servant, the gardener, or the cook were the focus of his attention. The men provided for their families and worked hard to improve their own and their family's social status. The reputation of the head of the family was unquestionable and undeniable, and even though the landlord's decisions were sometimes absurd and disastrous, none of the family members dared to challenge him. In order to protect their children, wives were not allowed to fight with their husbands, and the children were afraid of their fathers as much as they were afraid of fire [2]. Of course, women had the opportunity to choose a future spouse, although sometimes this was limited by the wishes of their parents and social norms. Ideally, marriage was viewed not as an agreement but as a union of people who would enrich each other spiritually throughout their lives.

In addition, all of a woman's property passed to her husband after the wedding, with the right to dispose of it, even if her husband died. Therefore, the sons of the aristocratic families who began to impoverish themselves married the daughters of wealthy businessmen in order to increase their status and enter previously inaccessible circles. The girls, on the other hand, accepted their offer in order not to be left unmarried or on the instructions of their parents. Characteristic women, on the other hand, consciously refused to marry because the unmarried woman was freer and could manage her property and savings as she wished. Famous women like Jane Austen, Anne Bronte and Florence Nathanael are some of them. However, in order to have full freedom and independence, one had to earn some income. Poor unmarried women, on the other hand, had to choose one of the few women's professions or serve their wealthier relatives [3].

Married middle-class girls were exempted from housework. This fate rested on the shoulders of the servants, and their number was a sign of the family's position and wealth in society. The house was highly valued, reflecting not only wealth and material well-being, but also family peace and happiness. Therefore, when husbands were busy with their important work, their wives were only busy supervising the servants, taking care of their children, and ensuring that everything in the house was in order. A good wife should always be ready to welcome a guest of any rank, join in conversations on various topics, and be a charming partner at various parties and banquets. It is for women to organize parties and banquets, nature trips and meetings, as well as to go to the markets for shopping and gifts for all family members and servants, to visit sick relatives, to visit carpenters, to participate in charity events, to attend church prayers and of course to visit acquaintances, tasks were assigned [2].

But in reality, despite spending most of their time at home, women and their daughters spent most of their time idle. After finishing all their street work, the women would stay at home for their husband's return and dedicate the rest of their time to him and their children. The custom of drinking tea at five o'clock in the evening was a tradition all over England, except for poor families. In the evening, the whole family gathered around the table. In well-to-do families, someone was often invited, and the choice of guests was left to the wives. The host was at the table, his wife was sitting across from him, and the children and guests were sitting to the right and left. After dinner, everyone would gather together, read a book, play a variety of games, and discuss the important events of the previous day. Entertainment such as listening to music, singing, and home theater are also noteworthy [2].

Thus, the status of women in the Victorian era was not worth envying, even if it meant a certain material, spiritual, and family stability.

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PHONOLOGICAL, GRAMMATIC, AND LEXIS ASPECTS OF FORMATION UZBEK-ENGLISH

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ABSTRACT

This article explores the phonological, grammatic, and lexis aspects in formation of Uzbek-English. It also differentiates dialects from accents because those expressions are used interchangeably among language users. Moreover, it indicated some phonemes that does not exist in Uzbek language but challenging to pronounce for Uzbek learners.

KEYWORDS: *Uzbek-English, Syllable, Lingua Franca, Phonological Aspects, Grammatic Aspect, Lexis Aspect, Dialect, Accent, Syntactic Structure, Synonym, Linguistic Impact.*

INTRODUCTION

Nowadays the demand for learning foreign languages is increasing all over the world and the highest preference is given to English. Within globalization and industrialization English has become a lingua franca- a tool of international cooperation. Now English is the world language: the language of business, academia, diplomacy, tourism, and computing. According to Genç,& Bada, E. (2010) [1], English has official status in 42 countries and is also extensively spoken in other countries even though not being officially stated. English ability can become a reason for career development, good income, and allow for travelling around the world. Learning English as a foreign language has become a priority in many countries, therefore more and more schools offer English classes from the early ages when the kids start attending kindergarten. Moreover, parents' demand for raising educated kids is increasing day by day and they see their children's prosperity in learning foreign languages.

However, gaining English proficiency is not similar for everybody due to native language impact in learning a second language. Particularly, the pronunciation of mother tongue has meaningful influence in learning a second language. Similar phenomenon can be observed in structuring sentences because new learners as a usual use the same word order of mother tongue in learning target language. Macháčková (2012) [2] pointed out that pronunciation problems may occur when non-native speakers use sounds that exist in their mother tongue but may not exist in the target language. Also, non-native speakers may have difficulties to utter some sounds in the target language due to abovementioned reason. Moreover, geographical location and

environment is also important to be able to produce some sounds and phonemes in the target language. That is, people from European language group may have less difficulties in acquiring linguistic, grammatical and pronunciation features of English than those who are from Asian or African language group. Therefore, different accents of English have been formed such as Indian-English, African-English, Chinese-English, American-English and its recent accent Uzbek-English. In this article, I would like to discuss the linguistic and grammatical features of Uzbek-English which make it particular from other accents.

To begin with, it is important to distinguish what is dialect and accent because these terms mostly are used interchangeably among language users. However, those terms are far from similarity where a dialect is defined as “a variety of speech differing from the standard of literary “language”; a provincial method of speech” by *Oxford English Dictionary*. That is, words can have synonyms among different groups of language users. Some words or structures can be understood by language users but another, alternative words are used among different groups of people who speak in the same language. For, example: the words such as *line, truck, vacation, drugstore, cookie, gasoline* are used in the US where their alternatives such as *queue, lorry, holiday, chemistry, biscuit, petrol* are preferred in Britain. Similar substitution can be seen in Uzbek, for example, the word *shoti (ladder), paqir (pail), jiji (baby), tovoq (plate)* are used in Ferghana (region in Uzbekistan) where their alternatives *narvon (ladder), chelak (pail), chaqaloq (baby), lagan (plate)* are widely spread in Tashkent (capital city of Uzbekistan).

On the other hand, “accent refers to a person’s phonetics and phonology layer of their particular language variety” (Park-Johnson et al., 2020, p.116) [3]. That is, native language has a linguistic impact on learning a second language especially, when learners start learning a foreign language in late age (beyond adolescence). Due to special traits of the native language, learners try to transfer pronunciation and syntactic structure of the first language into the second language. Those special traits could be the mode of utterance of mother tongue and geographical location of the individuals. For example, most Uzbek speakers stress the last syllable when they speak English because stressing and elongating the last syllable is the mode of utterance in Uzbek. This is particularly visible in forming the plural form of nouns. In Uzbek “*lar*” is added to nouns to make plural form such as “*s*” in English. For example, in the words *kitoblar (books), bolalar (kids), talabalar (students)* the last syllable “*lar*” is the most stressed part of the word. However, it is reverse in English, the stress usually falls to the first or second syllable and the last syllable becomes weak sounded. Mastering the intonation of native language, Uzbek learners associate Uzbek mode of words’ pronunciation with English. While speaking English they add an additional vowel (-*e*) to the plural suffix of the nouns which becomes (*e*)*s* where only -*s* is required to add, such as, *book(e)s, kid(e)s, student(e)s, problem(e)s, bag(e)s, jacket(e)s, card(e)s* and etc. A similar phenomena occurs not only in nouns but also in verbs. To the verbs, for example, Uzbek learners add -*es* instead of -*s* in the third form of the pronouns. The words *reads, stops, ends, flips* and other verbs which takes only -*s* in the third form of pronouns transform into *read(e)s, stop(e)s, end(e)s, flip(e)s* where the vowel in the suffix -*es* becomes longer sounding in Uzbek-English pronunciation. In these cases the nouns or verbs which end with *ch, sh, z, x* phonemes and take -*es* are not considered.

Similar phenomenon can be observed in using the verbs in past tense. English verbs are divided into regular and irregular verbs where regular verbs take -*ed* suffix to form past indefinite tense.

According to pronunciation rule when **-ed** combines with verbs, it gives 3 different sounds as |t|, |d|, and |id|. Here are some examples:

t	d	id
<i>shopped<u>ed</u></i>	<i>tried<u>ed</u></i>	<i>wasted<u>ed</u></i>
<i>picked<u>ed</u> lived<u>ed</u></i>	<i>needed<u>ed</u></i>	
<i>licked<u>ed</u></i>	<i>filled<u>ed</u></i>	<i>waited<u>ed</u></i>
<i>stopped<u>ed</u></i>	<i>called<u>ed</u></i>	<i>folded<u>ed</u></i>
<i>cooked<u>ed</u></i>	<i>closed<u>ed</u></i>	<i>added<u>ed</u></i>

Combining with voiceless consonants (*p, f, k, s, sh, ch, th*) suffix **-ed** sounds as |t| and combining with voiced consonants (*b, v, g, z, j, th, l, m, n, r*) **-ed** sounds as |d| but after the consonants 't' and 'd', **-ed** sounds as |id|; *finished-finish*|t|, *opened-open*|d|, *wanted-want*|id|. However, Uzbek learners pronounce all those 3 sounds similarly and stress **-ed**. One of the justifications of this phenomenon is that the Uzbek suffix **-gan** is an alternative to the English suffix **-ed** and becomes the most pronounced part of the verb, as in the following words *tohtagán*, *yordamlashgán*, *siljigán*, *ishlagán*. It gives similar sound in forming verbs in past tense, therefore, unexperienced Uzbek learners of English associate the same mode of pronunciation in learning English such as *visit*|ed| not *visit*|id|; *cook*|ed| not *cook*|t|; *climb*|ed| not *climb*|d|. Another reason for sounding similar is to learn the voiceless and voiced consonants is confusing for learners and therefore, learners pronounce the words and suffixes in convenience.

The next phonological peculiarity in Uzbek-English is a mispronunciation of some English phonemes such as **th**, which gives sounds |θ| (*three, thing*) and |ð| (*thus, within*). According to Karakas et al.(2011) [4] these unfamiliar sounds creates severe pronounciational problems which needs urgent remediation such as by developing model lesson for English learners based on the audio-articulation method. The English phoneme **th** is a sound-friction which occurs between the tip of the tongue and front teeth. This sound does not exist in Uzbek and it creates hardships to pronounce, therefore, learners substitute it with convenient sounds. For example, Uzbek learners of English pronounce |θ| as /s/ or /t/ and |ð| as /z/; the words *three* |θri:|; *thing* |θɪŋ| become /sri/ or |tri|; |siŋ| or |tiŋ| and *thus* |ðəs|, *within* |wiðin| become /za:s|, |wizin|. Dalton (1997) [5] argues that this phenomenon occurs "to compensate for the lack of exact sounds in target language" and learners of English convert these unfamiliar sounds with closes sounds in mother tongue ().

The existence of second language, Russian, also made a great impact on forming a particular pronunciation such as harsh English. There is no soft sounds in Russian for "r" and therefore, it becomes harsh and fully pronounced also in English. For example, when phoneme **r** /:r/ is used at the end of the word Uzbek learners usually fully pronounce this sound. The words *car, bar, fur, tour, four* become |car|, |bar|, |fu:r|, |tur|, |fo:r|. In British-English **r** is silent if it is not followed by vowel; *teacher* |ti:tʃə|. In American-English **r** sounds at the back of the mouth, close to the throat and the tongue slightly hits the top of the mouth. In Uzbek and Russian is a full phoneme which is shaped in front of the mouth behind the teeth with the vibration of tongue tip. It is pronounced fully wherever it comes in the word therefore, **r** becomes very clear and sounding in Uzbek-English.

However, it should be pointed out that there are some difficulties in structuring adverbs for unexperienced learners because adverbs are used before verbs in Uzbek but after the verb in English.

Uzbek English

Bola sekingapirardi

adv verb

A boy speaksslowly

verb adv

Ituygatezdayugurdi

Adv verb

A dog ranquickly to the house

verb adv

Biz hisobkitobniani niqbajardik

adv verb verb

We did the counting precisely

adv

Shifokorkasallikniani niqtushuntirdi

adv verb verb

The doctor explained the disease clearly

adv

It is visible from above that some aspects of Uzbek pronunciation and grammar made a great impact in formation of Uzbek-English. The mode of speaking of native language and grammatical structure of the sentences create confusion in learning foreign language. There is another aspect, lexical aspect, which also plays salient role in Uzbek-English accent. However, lexical aspects is related with political, financial, and social realities which should also be pointed out. For example, the demand for tutoring courses in the last five years has increased considerably and hiring tutors has become a normal phenomenon. Zaylobidinova M, (2022) [6] reported that in Uzbekistan about 87% of school finishers are attending tutoring classes and the highest percentage of students opt English courses. Usually in these classes tutors made students to learn academic vocabulary and teach to communicate academically (Zaylobidinova M, 2022). Nowadays, learners in Uzbekistan have become so obsessive with learning academic vocabulary that they are using literary words and academic speech even in everyday conversations. For example, as one of the TESOL trainer, Jesse Convey, notified that he usually gets respond “I am magnificent!” or “I am brilliant” to his daily greetings such as “How are you?” or “How you are feeling today?”. Another response “I am quite well, thank you, and you?” is generalized among Uzbek learners of English all over the country. At this point he recommends not to be concentrated on learning only academic vocabulary but also to learn some informal language because formal language perfectly suits in assessing candidates’ writing skills. Speaking and writing competences are different skills, therefore, in teaching and learning a foreign language various approached should be applied. In order to enhance speaking ability one should practice a lot of listening. Practicing listening skills contributes to correct pronunciation, particularly, it helps to identify which syllable to stress in the word. On the other hand, reading skills enhance writing skills as well as structuring subject, predicate, object, attribute, and adverbial modifier in the sentences.

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DIDACTIC AND MOTIVATIONAL OPPORTUNITIES FOR THE USE OF VARIABLE APPROACHES TO INCREASE THE PROFESSIONAL COMPETENCE OF FUTURE DEFECTOLOGISTS

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ABSTRACT

This article explains that practical training is a process designed to solve various practical problems in terms of its content and essence. The main directions of the training and the didactic and motivational possibilities of using different approaches in the preparation of future defectologists for inclusive education.

KEYWORDS: *Inclusive Education, Practical Training, Native Language, Innovative Technologies, Algorithm, Higher Education, Information Environment, Meaning, Quality And Efficiency.*

INTRODUCTION

Practical training is a process designed to solve a variety of practical problems, depending on its content and nature. Practical training in higher education is one of the main forms of education, which allows you to connect the theoretical information presented in the lectures with life and use a variety of approaches to improve future professional competence. When choosing a system of exercises and assignments for practical training, the teacher learns about the subject, topic and methods of performance of tasks. It is important to have a holistic view. Practical training is a method of reproductive, productive, creative education, provides a link between theory and practice, contributes to the development of knowledge and practical skills acquired by students in the process of speaking and independent work. [1]

Lectures and practical sessions should be methodologically related to each other. The lecture should prepare students for practical training, practical assignments for the next lecture. Module "Special methods of teaching the native language" "In teaching, we have developed an algorithm for conducting practical exercises. The development of this algorithm was based on the results of preliminary observations devoted to substantiating the problem. Algorithm for the preparation and conduct of practical training of teachers of the module "Special methods of teaching the mother tongue" in the curriculum of the direction of defectology and their preparation for inclusive education: [2]

1. Science and work program, practical training within the relevant educational material forming and shaping didactic goals.
 2. To consider the general and professional competencies that should be formed in students during the practical training and to link them to the educational tasks.
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3. Allocate time, taking into account the interdisciplinary links required for the lesson, and determine the stages of the lesson in this regard.
4. Selection of forms and methods of teaching used in practical training.
5. Assignments in general, frontal and by students' preparation of didactic materials used for performance.
6. Development of criteria, methods and tools to encourage and record student activities at different stages of the lesson.
7. Find and prepare additional materials, addresses, sources that are off-topic but relevant to the problem.
8. Preparation of the necessary methodological documents for registration.

The motivational spirit of the actions taken by the teacher in the initial stage of the practical training has a positive effect on the quality of the process. In addition, at this stage, the teacher reviews the readiness of students for the lesson, if necessary, distributes didactic materials and launches technical aids. [3] For practical training, the goals and objectives should be indicative, that is, they should meet the criteria for evaluating the effectiveness of the work done by students we found out. The following are recommendations for the effective formulation of goals and objectives for practical training. We have identified the following main areas of practical training in the module "Special methods of teaching the native language": Line

1. **Exercises** that ensure the achievement of cognitive goals. These sessions focus on mastering specific knowledge that has been learned or not learned in the lecture. Assignments simplify the material (rule, definition, classification ...) reflects the process of developing skills, from memorization to the application of information in new situations (through experience, exercises), to the creation of new ideas. The content of the tasks for this lesson is to know, understand, describe, explain, demonstrate, apply, evaluate, highlight (hidden characters), set (cause-and-effect relationships), see (errors, individual characters), identify (analyze), change.
2. **Line 2.** Ensuring the achievement of constructive goal straining. Build a whole from certain parts, combine, find and summarize information, complete a task on speech units, work on mistakes, make up
3. **Line 3.** Exercises that ensure the achievement of creative goals. Selection of ideas, description, creation of decoration (text: essay, statement, poem, story, essay ...). The directions of practical training are given in the following scheme:



Figure 1. Areas of practical training

Research in higher education has studied the important condition for the selection of effective methods and tools for the use of alternative approaches in improving the professional competence of future speech pathologists in the process of practical training. [4] We have recommended the "Business Games" for the effective organization of practical training of modules in the field of deaf pedagogy of higher education. This technology serves to solve practical problems of teaching the native language to deaf and hard of hearing children, to improve the skills of students in the preparation of lesson plans, didactic handouts.

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THE STAGES OF DEVELOPMENT OF CHINESE HIEROGLYPHS AND THE ROLE AND INFLUENCE OF THE KOREAN LANGUAGE

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ABSTRACT

If we look at the lexical richness of any language, we can see in the lexicon that makes it up words that have been borrowed from other languages that are far and close to the people belonging to that language, and that is what these words have learned. A certain percentage of the urban language. In general, the assimilation of a particular language into the lexicon of another language is more likely to be the result of the dependence of a particular state on a country under the pressure of that powerful state and its subordination to it as a colony. It would be ridiculous.

KEYWORDS: *Hunmin Chonim, Sedjong, Honmun, Altaic Language Family, The Middle Ages, "Hyanchhal", Hyanga, Silla, "Hancha", Korean Alphabet.*

INTRODUCTION

The people of the New Korean Peninsula have been under Chinese rule for centuries. As for the Chinese script, the entry of the script into the Korean Peninsula was the official script of Korea from the 3rd century BC to the 19th century AD. From the above, it is clear that the Korean lexicon is based on Chinese hieroglyphs. Seventy percent of the Korean lexicon is based on Chinese characters. Korean writing is complicated by the fact that a single hieroglyph has multiple meanings (semantics). As a result, the vocabulary of the Korean language increases, and the number of synonyms and words that are almost synonymous increases. In this way, the lexicon is divided into literary and colloquial language. The Chinese script is a sufficiently developed hieroglyphic script. As you know, each character - a hieroglyph - means a simple word with a different meaning. For this reason, we consider hieroglyphs as simple words. Chinese hieroglyphs have come a long and complicated way of formation from the simple pictorial to the present. So far, the hieroglyphs in the text have retained the image of the object as they did at the time of its appearance. Naturally, with the development of language, pictorial writing has shifted to linear writing. During this transition, many hieroglyphs did not retain their original meaning. It is difficult to reconstruct the first subject forms of hieroglyphs in modern Chinese. [1]

The modern appearance of hieroglyphs is radically different from the ancient form. The current appearance of the hieroglyph provides a speed mechanism for writing. Now it's time to look at the history of Korean writing and understand it. Korean appeared in the middle of the 15th

century and was called "훈민전음" (1443-1446). The Hunmin Chonim alphabet was created by King Sejong 11 under the leadership of Chon In Jon, an association of palace scholars. He was also influenced by the famous poet Son Sammun (1418-1456), scholar Chhe Han (1417-1475), Prince An Phen, and Suyan, and the spread of Buddhist manuscripts from nation to nation. This thing is Buddhism Korea coincided with a time when the ideology of the nation became. Several manuscripts do not use the Hunmin Chaim alphabet for fear of death. At that time, the alphabet was called "훈문" (honmun). Since the liberation of Korea, the name "훈문" has been changed to "국문" (gugmun) and has become an official state script. It is worth noting that there is a hypothesis that the Korean alphabet is derived from Mongolian and Hindi. According to its history, Korean is a separate class in the Altaic language family. [2]

But in any case, the alphabet was originally based on the study of many Asian and European languages. The Middle Ages, as a period of socio-political stagnation in Korea, have some serious complications. During this long period, Korea's domestic policy was in crisis. However, it should be noted that this period gave the world beautiful discoveries and wonderful works of art. Ancient Korean culture embodies not only the influence of China, but also the influence of the tribes of Northeast Asia. Korea's political and state-building, ideology, legislative structure, ethnic norms, culture, education systems, and other areas that make up its official life are similar to those of the Chinese state. But we can't say that everything came in.

The peculiarities of the language and the structure of the hieroglyphs serve to reveal the most delicate and unique features of the Korean language. However, hieroglyphs are rarely used today. However, it is not true that hieroglyphs have lost their significance and are not used at all. Korea was one of the first countries to use Chinese hieroglyphs more widely than other countries. The introduction of Chinese writing into everyday life was one of the reasons why it was so dependent on the neighboring country. The essence of the hieroglyph is that it was created as a Chinese writing system, which has no similarities with the structure of other languages, and is completely incompatible with other languages. [3]

When it became clear that all Chinese hieroglyphs were appropriate and sufficient to explain the Korean language semantically, the Korean people began to learn simple and complex words from Chinese. In Korea, meanwhile, hieroglyphs have been part of the human way of life since earlier times. However, these hieroglyphs have often been the main part of the text. The use of hieroglyphs dates back to the twentieth century. Hieroglyphs have retained their original appearance and are easy to understand, even if they have undergone spelling correction. The prevalence of hieroglyphs in modern Korean is due to the fact that the phrases derived from the application of the four hieroglyphs (사자성어) have survived in speech and literature. Here are some examples from the lexical-semantic analysis of the following:

고진감래 (苦盡甘來) Joy after sorrow.

고 (苦) – «grief»

진 (盡) – «whole»

감 (甘) – «kind»

래 (來) – «come»

The Chinese script is said to have entered Korea in the 3rd century BC. By the end of the 19th century, Chinese was the official language in Korea, and Koreans began to use some hieroglyphs in Chinese. During the Middle Ages, Korea underwent great political and cultural changes. Although Korea was in a state of political turmoil during this period, it was during this period that Korea created murals, Buddhist structures, and other masterpieces of world culture. It was during this period that lyrical prose and poetry were created. During the reign of Silla, the “hyangchhal”, a mixed writing system based on the interpretation of the Korean script through Chinese hieroglyphs, was established, in which mainly famous horses were written. Until now, the information written in the “hyanchhal” is very small, and it has come mainly through the folk songs of the hyanga genre. [4]

By the time of the Kingdom of Korea, the “hyanchhual” was slowly disappearing, mainly due to the use of Chinese hieroglyphs “hancha” for the Korean language. Therefore, it can be said that the Korean people have been using Chinese hieroglyphs for a long time. Considering the changes that have taken place over a long period of time in writing, we can see that the Korean hieroglyphs have retained their original appearance. What is clear is that the use of hieroglyphs leads to a closeness between these languages. [5]

In addition to Korean, other Far Eastern countries have a large number of Chinese lexicons. It should be noted that three-quarters of the text in Korean-language newspapers is composed of Chinese vocabulary, and, as mentioned, only suffixes and suffixes are used in the Korean alphabet. This went on until the middle of the 20th century. [6] However, from 1945 onwards, hieroglyphs were gradually removed from the text and replaced with the Korean alphabet. The heyday of this process dates back to the 60s and 70s of the twentieth century.

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SCIENTIFIC AND PEDAGOGICAL BASES OF FORMATION OF SPEECH CULTURE IN LARGE GROUPS OF CHILDREN OF PRESCHOOL EDUCATIONAL INSTITUTIONS

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ABSTRACT

Today, the pre-school education system is receiving more attention than any other area. This is due to the fact that preschools and kindergartens play an important role in the development of qualified personnel, in determining the interests and abilities of children. This article describes in detail the scientific and pedagogical basis for the formation of speech culture in a large group of children in preschool education.

KEYWORDS: *Interactive, Technology, Methods, Preschool Education, Child Psychology, Etc.*

INTRODUCTION

Preschool is a period when a child is actively exploring the world around him. Preschoolers have their own psychological developmental characteristics. When he starts to walk, the child makes a lot of discoveries, gets acquainted with things in the room, on the street, in the kindergarten. Collecting different things, studying them, listening to the sounds coming from the subject, knows what qualities and characteristics this object has. During this period, the child's visual - figurative and visual. Effective forms of thinking have been created. At the age of 5-6, the child, like a sponge, asked for all the information. Scientists have proven that at this young age a child can remember this information, after which he will never remember it in life. It is a time when a child is interested in anything that can expand their horizons, and it supports the world around them. [1]

In general, preschoolers are characterized by a sense of calm. They do not have contradictions and strong affective epizootics for small reasons. However, this does not mean that the saturation of a child's emotional life decreases. After all, the day of the preschooler is full of a lot of emotions, so in the evening the child comes tired and completely exhausted. During this period, the structure of emotional processes also changes. In the past, motor and autonomic reactions were incorporated into emotional processes that were preserved in preschool children, but the external expression of emotions takes a more limited form. School children are not only happy with what they are doing today, but also happy with what they will do in the future. Everything related to the precedent - painting, playing, making molds, helping mom, doing housework - should have a bright emotional color, otherwise things will fall apart quickly or not at all. Because a child of this age cannot do something that is not interesting to him. In this century, the attitude of preschool educators towards others and themselves is an important indicator. Preschoolers often criticize their shortcomings, give personal characteristics to their peers, note

the relationship between children and adults, as well as the relationship between adults and adults. However, parents can be an example to their children. Therefore, parents should include positive information to the child, whether personal or intellectual information, so that it does not cause fear, anxiety and insult to the child. [2]

When a child is 6-7 years old, he or she will remember himself or herself in the past in order to realize the present in order to express himself or herself in the future. In this respect, this stage accounts for almost 70 percent of a child's life. That is, between these ages, the child receives more than half of his or her life information from the world around him or her. According to Japanese quotations, at this age a child should be treated like a king. Because this stage is full of important events for the child's psychology. Methods of speech development is the philosophy of language as a means of information and social interaction about how people think and reason. This approach is reflected in the understanding of the language of language acquisition, it is the formation of skills for learning, the development of personality, the development of personality. Meaningful language for the situational method is a product of social and historical development. It reflects the history of people, their customs, the system of social relations, culture in culture. Identify that this is an important feature of language Human communication, the most important means of social relations, reflects its communicative function and defines a communicative approach to work in speech development. Without language, true human communication is unfounded, so the development of the individual is impossible. Communication with the people around, the social environment is a factor in the development of speech. In the process of communication, the child does not passively adopt the speech patterns of minors, but actively speaks as part of a universal experience. Interrelationship and unity with thinking that does not matter in language. Language is a tool of thinking and knowledge. Allows you to plan intellectual activities. Language is the idea of expression (formation and existence). It is a way of forming an idea through language. [3]

However, thinking and language are not similar concepts. Thinking is the highest form of active reflection of objective reality. Language is exactly what humanity has generalized - it reflects and reinforces the reflection of reality. Both of these concepts form a complex dialectical unit, each with its own characteristics. The identification and description of the relationship between language and thinking makes it possible to identify more targeted and precise techniques of speech and thinking. Reading and learning the mother tongue is the most important tool of mental education. Only methods of speech development are recognized as effective, which develop and think at the same time. Gathering its content in the development of speech in the first place. Speech structure is provided by improving the process of language acquisition with the process of knowing the world around us. Language is a means of logical knowledge, in which the development of this child's mental ability is related to language. Language, on the other hand, is based on thinking. Speech is a polymorphic activity that is loud but does not carry a directly related function as internal speech. These shapes may move differently from each other. [4]

The process of speech development is an increase in the vocabulary and association of the word, but a qualitative change, a leap process, i.e. It encompasses all the functions, aspects, and words of communication, the inner workings associated with the development of thinking and consciousness, and the actual developmental process associated with the development of consciousness. These features of speech mean that teachers need to pay more attention to the

phenomena of language, the means of expression, the integral development of both functions and forms of speech. Speech ability is the ability to perform this or that operation of speech that has reached the level of perfection. Speech skills are specific human abilities that are possible as a result of developing speaking skills. According to A. Leontyev, skills are "speech mechanisms", and the use of these mechanisms for various purposes. Classes have stability and new language units and a combination of them, which means combining speech knowledge language units, using the latter in any communication situation, and being creative, efficient, productive. Thus, to develop a child's linguistic ability - this means developing communication and speech and skills. [5]

Methodological principles in the development of speech in relation to the preschool educator on the problems of children's speech development and the experience of working in kindergartens, we emphasize the following methodological principles for speech development and radical learning Language. The principle of emotional, mental and speech development of children. It is based on shaping speech as a reading activity, shaping and developing, closely related to knowing the world around them. It is based on the intuitive representations that form the basis of thinking and develops in conjunction with thinking. Therefore, speech development could not be separated from the work aimed at developing the sense of feeling and mental processes. Children need to be enriched with ideas around their minds and concepts, to develop speech in terms of their speech development. Speech formation is done in a specific sequence, taking into account specific points: from precise values to more quickly; From simple structures to more complex ones. Assimilating unknown material is not by simplifying mental tasks, but by simple listening. The wide involvement of visual aids in the teacher who adheres to this principle compels the use of such methods and techniques that contribute to the development of all cognitive processes. The principle of communicative activity approach to speech development. This principle is based on understanding speech, as an activity organized when using language for communication. Speech development after the goal of developing children's speech in kindergarten, as well as the development of speech as a means of communication and knowledge, shows the practical direction of the process of reading in the mother tongue. This principle is one of the basics because it defines the whole work strategy for speech development. Its implementation involves the development of speech in children in the process of communication and communication (communication) and in various activities. Specially organized classes should also be conducted on this principle. This means that the main directions of working with children and the selection of language materials and all methodological guidelines should contribute to the development of communicative speech knowledge. [6]

The system of work on the development of children's speech in preschool education. The goal of developing children's speech is to create the two closest languages at the social level, due to the etio-linguistic situation. The overall goal is reflected in a number of individual tasks:

1. Children who study the recipe will develop communication skills and handy skills, learn to process. Design, story, reflection.
2. Vocabulary development - Vocabulary is the basis of children's speech development. 3. Teach a culture of correct speech. Formation of children's speech - children, numbers, situation, time (development of the morphological side of speech); Mastering different propositions (development of syntactic aspect) and methods of word formation.

3. The formation of the primary consciousness of children with the phenomenon of language and speech is a task aimed at preparing children to learn to read and write. Know the structure of speech: about sounds, words, syllables, sentences, about sounds, syllables and oral and verbal content; About the different connections and relationships between words in a language.

Great influence on children's speech, especially at the age of 4-5 years. When communicating with peers, children actively use speech knowledge. The different communicative tasks that occur when children interact with business create the need for more diverse means of speech. In collaboration, children talk about their action plans, offer and ask for help, engage a friend, and then coordinate it. Useful communication for children of different ages. The adult child unit puts children in a comfortable environment to understand and activate speech: they imitate new words, learn the simplest stories in games, the simplest types of stories about toys. Participating in games in younger age groups, showing their victims, acting with toys, discovering words, helping to develop their speech, creative speaking skills. However, it should be noted that the positive effect of speech development on children of different ages is achieved only in the adult direction. According to L. A. Penyeyskaya, if he is allowed to Samonek, the scribes are sometimes very active, oppressing the children, they begin to imitate their imperfect speech. Thus, communication is a leading means of speech development. Its content and form determine children's speech and level.

Methodological methods of speech development are traditionally divided into three main groups: verbal, visual, and playful. Common verbal techniques. These include speech sample, publication, retransmission, explanation, instructions, assessment of children's speech. Speech modeling is an activity in front of a teacher that aims to imitate children and imitate their directions. Because the sample is made to be imitated, it is presented before the children's speech activity begins. But sometimes, especially in large groups, the pattern can be used and after the children's speech, but this is not for imitation and correction. The sample is used to solve all the tasks. This is especially important in small groups. In order to draw children's attention to the sample, it is recommended to be with explanations, directions. Repetition is the repetition of the same speech element (sound, words, phrases) to memorize. In practice, different repetition options are used: teacher, teachers and children for other children, joint repetition of the choir. It is important that repetition is not mandatory, mechanical in nature, and presented to children in the context of an activity that is interesting to them. Explanation is the disclosure of the nature of certain events or methods of action. These words are widely used to explain words, rules and behaviors in didactic games, as well as in the process of observing and researching objects. Instructions are to determine the method of action to achieve a particular result. Eliminate training, organization and discipline. Assessing children's speech is a firm decision about the word of speech that describes speech activity. Assessment should not only be a statement feature, but also an exercise. Assessment is given so that all children pay attention to it in their statements. Assessment has a major emotional impact on children. Taking into account individual and age characteristics, assessment is necessary to ensure that the child's speech activity, interest in speech activity.

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