

ACADEMICIA

ISSN (online) : 2249-7137

ACADEMICIA

An International
Multidisciplinary Research
Journal



Published by
South Asian Academic Research Journals
A Publication of CDL College of Education, Jagadhri
(Affiliated to Kurukshetra University, Kurukshetra, India)

ACADEMICIA

An International Multidisciplinary Research Journal

ISSN (online) : 2249 –7137

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

Impact Factor : SJIF 2021 = 7.492

Frequency : Monthly

Country : India

Language : English

Start Year : 2011

Indexed/ Abstracted : Scientific Journal Impact Factor (SJIF2020 - 7.13), Google Scholar, CNKI Scholar, EBSCO Discovery, Summon (ProQuest), Primo and Primo Central, I2OR, ESJI, IJIF, DRJI, Indian Science and ISRA-JIF and Global Impact Factor 2019 - 0.682

E-mail id: saarjournal@gmail.com

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.



ACADEMICA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed International Journal)



SR. NO.	PARTICULAR	PAGE NO.	DOI NUMBER
1.	STUDY OF ECONOMIC IMPACT OF BRITISH COLONIAL RULE Virender Singh	1-5	10.5958/2249-7137.2021.01762.6
2.	GROWTH RATE OF FAT TAILED SHEEP IN THE ARAL SEA Ruzimbay Urazbaevich Turgunbaev, Yusufbek Fayzullayevich Sultanov	6-9	10.5958/2249-7137.2021.01763.8
3.	SIMULATION TECHNOLOGIES: DEVELOPMENT OF CLINICAL THINKING WITH THE HELP OF A VIRTUAL PATIENT Gadaev Abdigaffar Gadaevich, Abduraximova Lola Anvarovna	10-14	10.5958/2249-7137.2021.01764.X
4.	IMPROVING THE ORGANIZATIONAL AND ECONOMIC MECHANISM FOR THE DEVELOPMENT OF INNOVATIVE PROGRAMMING SERVICES IN THE REGION Chuponov Sanat Otanazarovich	15-20	10.5958/2249-7137.2021.01765.1
5.	THE SOCIAL COMPOSITION OF IMMIGRANTS FROM THE RUSSIAN EMPIRE TO TURKESTAN;- LATE 19TH CENTURY - EARLY 20TH CENTURY Ravshanov Sherbek Tursunkulovich	21-26	10.5958/2249-7137.2021.01766.3
6.	ROLE OF UNIVERSITIES IN INDIA IN INFLUENCING ACADEMIC CULTURE OF A COUNTRY Ms Anupama Sharma	27-33	10.5958/2249-7137.2021.01767.5
7.	WASTE PROBLEM IN UZBEKISTAN AND ITS CONSEQUENCES, EFFECTS ON HUMAN HEALTH Karimov Davlatyor Komiljon ogli, Ruzimov Shamsiddin Bahodir ogli, Pulatova Farangiz Dilshod qizi	34-38	10.5958/2249-7137.2021.01768.7
8.	THE IMPORTANCE OF PHONETICS IN LEARNING FOREIGN LANGUAGE Bozorova Muhabbat Abdurahmonovna	39-45	10.5958/2249-7137.2021.01769.9
9.	PRECEDENT NAMES IN THE ARTISTIC TEXT AS ALLUSIVE NAMES Rakhmatillo Shukurov Mirzatillayevich, Ahmadjonov Nurbek Zokirjonogli	46-52	10.5958/2249-7137.2021.01770.5

10.	TYPOLOGY OF PARTS OF SPEECH AND CONTENT OF GRAMMATICAL CATEGORIES IN TWO LANGUAGES Idiyeva Lola Ismatovna	53-57	10.5958/2249-7137.2021.01771.7
11.	IMMATURE TERATOMA: TESTICLE Rathee. N, Pandey.A, Dimri. K, Gupta. N, Suraj, Kaur. A, Sharma. S, Rathee. H, Sharma. P	58-61	10.5958/2249-7137.2021.01778.X
12.	GASTRONOMIC DISCOURSE: LINGUOCULTUROLOGICAL AND TRANSLATION ASPECTS Azzamov Yusufjon Radjaboy ugli	62-66	10.5958/2249-7137.2021.01773.0
13.	MODERN METHODS OF TEACHING ENGLISH IN UZBEKISTAN Khalikova Charos	67-71	10.5958/2249-7137.2021.01774.2
14.	IN ABDULLA ARIPOV'S POETRY, PHILOSOPHICAL OBSERVATION AND AN INTERPRETATION OF THE MAGNETISM Rahimova Gulbahor Karshibayevna, Jangabaeva Kelgul Bekzod kiz	72-75	10.5958/2249-7137.2021.01775.4
15.	THE ROLE OF WORLD EXPERIENCE IN THE ORGANIZATION OF ARCHITECTURAL AND PLANNING SOLUTIONS FOR TECHNOPARKS IN UZBEKISTAN Hikmatullaev Obid Tulkunovich	76-83	10.5958/2249-7137.2021.01776.6
16.	ASSOCIATION OF COLORING LEXEMAS IN O.MATJON'S POEMS Rahmonov Husanboy Abjalilovich	84-87	10.5958/2249-7137.2021.01777.8
17.	TRANSLATION DIFFICULTIES FROM ENGLISH TO RUSSIAN Mirxanova Matlyuba Sadikovna	88-92	10.5958/2249-7137.2021.01779.1
18.	ESSENCE OF THE COMPANY'S PROFIT Alieva S. Susanna	93-105	10.5958/2249-7137.2021.01772.9
19.	TRANSLATING WORDS FROM ONE LANGUAGE TO ANOTHER LANGUAGE WITH EQUIVALENTS Jumaeva Shahlo Shokirovna	106-110	10.5958/2249-7137.2021.01780.8
20.	L1 AS A MEANS OF MOTIVATION IN TEACHING YOUNG (1-4 GRADES) EFL LEARNERS Orazimbetov Shingisbek, Qaypova Bibiruza	111-114	10.5958/2249-7137.2021.01781.X
21.	ANCIENT NURATA KARIZS Urokov Olimjon Khaitboevich	115-120	10.5958/2249-7137.2021.01782.1
22.	INCREASING THE EFFICIENCY OF USING MODERN TECHNOLOGIES IN SCHOOL GEOGRAPHY CLASSES Ollaberganova Saida, Tangriberganov Sadulla Udmurtiya	121-125	10.5958/2249-7137.2021.01783.3
23.	INVESTIGATE THE IMPACT OF SOIL STABILIZERS ON THE DESIGN OF FLEXIBLE PAVEMENT Sardar Mohammad Hamidzai, Dr. Sandeep Singla, Dr. Sandeep kumar chandel	126-137	10.5958/2249-7137.2021.01784.5
24.	LIFELONG LEARNING – LLL – HELPS TO REALIZE PERSONAL AND PROFESSIONAL POTENTIAL Khusainova Firuza Toxirovna	138-140	10.5958/2249-7137.2021.01785.7
25.	YOUTH EDUCATION OF PUBLIC CULTURE NEGATIVE EFFECTS Bahauddinov Shamsuddin Salievich	141-144	10.5958/2249-7137.2021.01789.4

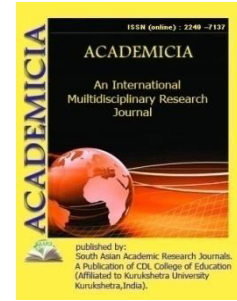
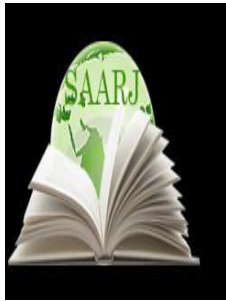
26.	“HISTORY OF BAYHAQI” AS A SOURCE OF THE GHAZNAVID PERIOD Samariddin Nurmuhamedov	145-149	10.5958/2249-7137.2021.01790.0
27.	IMPROVING THE SYSTEM OF INTERNAL AUDIT IN BANKS Oromidinov Muzaffar Pardabayevich	150-159	10.5958/2249-7137.2021.01791.2
28.	LANGUAGE CONTACTS, INTERFERENCE AND ITS NEGATIVE INFLUENCE ON LANGUAGE LEARNING Istoda Rasulova, Akramova Umida	160-164	10.5958/2249-7137.2021.01792.4
29.	ALIXONTO'RA SOG'UNIY Samadova Nargiza Mukhiddinovna	165-168	10.5958/2249-7137.2021.01793.6
30.	THE TIMURIAN QUEEN Qodirova Mamlakat Muminovna	169-172	10.5958/2249-7137.2021.01794.8
31.	STUDY OF PREHISTORIC ARCHAEOLOGY Virender Singh	173-177	10.5958/2249-7137.2021.01787.0
32.	UNRESOLVED PROBLEM OF MODERN OBSTETRICS: THE PROBLEM OF ADDICTED MISSING OF PREGNANCY Sultonova N.A	178-184	10.5958/2249-7137.2021.01795.X
33.	APPLICATION OF PINCENTS OF SPINAL LEAF (CHLOROPHYLLE) AS A NATURAL DIE FOR PAINT SENSITIVE SUN ELEMENT (DSSC) A.A.Yakubbaev, A.Abdukarimov, SH..Nazarov	185-188	10.5958/2249-7137.2021.01796.1
34.	PRODUCTION AND TESTING OF AN EXPERIMENTAL BATCH OF GEAR LUBRICANT ALSL-UZ IN THE CONDITIONS OF THE REPUBLIC OF UZBEKISTAN Bekzod Bakhtiyorovich Rakhimov, Sevara Bakhtiyorovna Kurbanova, Sardorbek Nazirzhonovich Dekhkanboev	189-193	10.5958/2249-7137.2021.01797.3
35.	THE GENRE OF ODES IN THE ORAL WORK OF THE TURKIC PEOPLES AND ITS GENESIS Govhar Rahmatova	194-196	10.5958/2249-7137.2021.01798.5
36.	LINGUOCULTURAL CHARACTER OF ETHNOGRAPHIES RELATED TO BURIAL TRADITIONS (ON THE EXAMPLE OF THE KAZAKH'S LANGUAGE IN KARAKALPAKSTAN) Gulgaysha Sagidolda, Gulshad Agytaevna Adilova	197-201	10.5958/2249-7137.2021.01799.7
37.	RELIGIOUS-ENLIGHTENMENT INTERPRETATION IN LYRICS Gulnoz Ernazarova	202-206	10.5958/2249-7137.2021.01800.0
38.	IMPROVING THE METHOD OF DELIVERY OF CONSTRUCTION CARGO IN AUTOTRANSPORT Kuziev A.U, Muratov A.X	207-216	10.5958/2249-7137.2021.01801.2
39.	DEVELOPING STUDENTS READING SKILLS IN TEACHING ENGLISH IN SCHOOL EDUCATION Mohlaroyim Rustambek qizi Madaminova	217-223	10.5958/2249-7137.2021.01802.4
40.	THE TERM BUKHARA AND THE MOST ANCIENT ARCHITECTURAL IMAGE OF THE CITY Mukhtasar Shukhratqizi Abdulbokieva	224-229	10.5958/2249-7137.2021.01803.6

41.	ROLE OF DEPUTY COMMISSIONER IN DISTRICT ADMINISTRATION Vikesh Kumar	230-236	10.5958/2249-7137.2021.01809.7
42.	ISSUES ON THEORETIC BASES IN INTERCULTURAL COMMUNICATION AS- THE PRIMARY FACTOR OF EDUCATING FOR FOREIGN LANGUAGES Ramziddin Abdusattarov	237-242	10.5958/2249-7137.2021.01804.8
43.	RESULTS OF GROUP-PROPHYLACTIC TREATMENT OF CHICKEN HYPOVITAMINOSIS Umid Azamatovich Rakhmonov, Kurbon Norboevich Norboev, Nuriddin Bolievich Ruzikulov, Sobir Bakhtiyorovich Eshburiev	243-248	10.5958/2249-7137.2021.01805.X
44.	METHODS AND APPROACHES TO STUDYING READING CATEGORIES Umida Jalolidinovna Nurmatova	249-257	10.5958/2249-7137.2021.01806.1
45.	PSYCHOLOGICAL FEATURES OF FEAR AND SOCIOPHOBIA IN CHILDREN Yokutkhon Islomovna Odilova	258-262	10.5958/2249-7137.2021.01807.3
46.	THE IMPACT OF HISTORICAL MONUMENTS ON HUMAN SPIRITUALITY Oktamjon Ergashevich Abdullayev	263-268	10.5958/2249-7137.2021.01808.5
47.	IS INFRASTRUCTURE A STUMBLING BLOCK OF ENGINEERING EDUCATION IN INDIA: A STUDY Mrs. Sarojini Devi Ummareddy, Dr. S.S. Prasada Rao	269-280	10.5958/2249-7137.2021.01786.9
48.	EFFICACY AND RISK FACTORS IN ARTERIAL HYPERTENSION Tursunova Yu.Zh	281-285	10.5958/2249-7137.2021.01811.5
49.	FERGANA VALLEY DISTRIBUTION LANDSCAPES ESTABLISHMENT AND EXPLORATION Boymirzaev Karimjon Mirzaxmedovich, Khalilova Khurshida Teshayeva	286-289	10.5958/2249-7137.2021.01812.7
50.	THE ROLE OF LANGUAGE FACILITIES IN THE COMMUNICATIVE-PRAGMATIC DIRECTION OF ADVERTISING TEXTS Begzodbek Abdullaev	290-293	10.5958/2249-7137.2021.01813.9
51.	THE SOLUTION TO THE PROBLEM IN LINGUOCULTUROLOGY Muattarkhon Alisherovna Muminova	294-299	10.5958/2249-7137.2021.01814.0
52.	QUANTUM CHEMICAL CALCULATION OF PIPERIDINE-BASED SYNTHESIZED COMPOUNDS USING THE PM-3 SEMIEMPIRICAL METHOD Pulatova Nilufar Ubaydullaevna, Maksumova Oytura Sitdikovna	300-306	10.5958/2249-7137.2021.01815.2
53.	PSYCHOLOGICAL IMAGERY IN THE WORK OF NAZARESHANQUL Soxiba Saidmuradova	307-310	10.5958/2249-7137.2021.01816.4
54.	TECHNOLOGY OF ACTIVE AND INTERACTIVE LEARNING IN A NON-LANGUAGE UNIVERSITY Fozilova Makhina Adashevna	311-315	10.5958/2249-7137.2021.01817.6
55.	EFFICIENCY OF MIXED SOWING OF MAIZE WITH FORAGE BEET IN IRRIGATED MEADOW SIEROZEM SOILS OF UZBEKISTAN Azizov M.B, Aberkulov M.N, Yakubjonova N.A, Khayrullayev S.Sh	316-320	10.5958/2249-7137.2021.01818.8

56.	FEATURES OF THE MANIFESTATION OF NATIONAL AND UNIVERSAL VALUES IN SOCIO-ECONOMIC RELATIONS Ruzieva Rukhsora Khodievna	321-326	10.5958/2249-7137.2021.01819.X
57.	IN ASKAD MUKHTOR'S CHINAR NOVEL INTERPRETATION OF HUMAN CONCEPT Nazarova Feruza	327-330	10.5958/2249-7137.2021.01820.6
58.	ANALYSIS OF FEASIBILITY OF THE WORK FROM HOME FACILITY AT DIFFERENT MANAGERIAL LEVELS ACROSS VARIOUS DEPARTMENTS IN THE DAIRY SECTOR Tanuka Bhattacharya	331-346	10.5958/2249-7137.2021.01788.2
59.	DEVELOPMENT AND USE OF A POROUS FILTER FOR CLEANING HYDRAULIC OIL IN A HYDRAULIC SYSTEM Dzhuraev Akbar Shavkatovich	347-360	10.5958/2249-7137.2021.01821.8
60.	INTERPRETATION OF HISTORICAL PERSONALITY IN THE NOVEL "ALISHER NAVOI" BY ISAJON SULTAN Madinaxon Yusupova Egamberdi Daughter	361-364	10.5958/2249-7137.2021.01822.X
61.	FORMATION OF THE CATEGORY OF INTERPRETATION OF LAW, ESSENCE AND CONTENT Gulchexra Tastanbekova	365-372	10.5958/2249-7137.2021.01823.1
62.	THE CULTURAL ASPECT OF THE TEXT OF THE WORK "KUTADGU BILIG" Isaeva Shoirra Maxamadovna	373-377	10.5958/2249-7137.2021.01824.3
63.	CHARACTERISTICS OF THE STUDY GROUP AND DYNAMICS OF PATHOGENETIC MARKERS ON THE BACKGROUND OF DIFFERENT ANTI-COAGULATION MODES Nodirbek Yakubov Ilkhomjon Ogli, Dilfuzahon Mamarasulova Zakirjanovna, Natalia Dadamyants Gamletovna, Anvar Dalimov Arabboyevich	378-384	10.5958/2249-7137.2021.01825.5
64.	DETERMINATION OF GRAVITY RESISTANCE OF THE PAWL STRUCTURE DEVICE BETWEEN COTTON ROWS IN ONE PASS OF THE AGGREGATE Abdusalim Tokhtakuziev, Akram Azamat ogli Juraev	385-388	10.5958/2249-7137.2021.01826.7
65.	IBN A'THAM AL-KUFI AND STUDY OF HIS BOOK "KITAB AL-FUTUH" Adolat Atkhamqizi Saitova	389-394	10.5958/2249-7137.2021.01827.9
66.	RELIABILITY OF THE BRUSK PACKAGE ON ACS Donyorbek Dilshodovich Alijanov, Abdurasul Abdumutallibogli Ergashev	395-401	10.5958/2249-7137.2021.01828.0
67.	IMPROVING THE DESCRIPTIONS OF LEGAL TERMS IN THE ANNOTATED DICTIONARIES Ezoza Shuhratkizi Sabirova	402-406	10.5958/2249-7137.2021.01829.2
68.	IMPROVING THE EFFICIENCY OF THE EDUCATIONAL PROCESS USING COMPUTER TECHNOLOGY Gulnoz Ergashevna Turaeva	407-410	10.5958/2249-7137.2021.01830.9
69.	RELIGIOUS SACRED OBJECTS: FORMATION AND FUNCTIONS Mavlyuda Nosirjonovna Dekhkanbaeva, Rakhimjon Yigitalievich Kholikov	411-414	10.5958/2249-7137.2021.01831.0

70.	ESTABLISHMENT OF SOVEREIGNTY AS A LEGAL INSTITUTE Shavkat Gaybullaeovich Asadov	415-421	10.5958/2249-7137.2021.01832.2
71.	CORRUPTION: A CHALLENGE FOR THE NATION Vikesh Kumar	422-431	10.5958/2249-7137.2021.01810.3
72.	THE NEGATIVE EFFECT OF CORONAVIRUS INFECTION ON 2020 YEAR BUDGET REVENUES (ON THE EXAMPLE OF BUKHARA REGION OF THE REPUBLIC OF UZBEKISTAN) Toyirov Dilshod Shuxratovich	432-434	10.5958/2249-7137.2021.01833.4
73.	THE URGENCY OF ATTRACTING INVESTMENT TO BANKS Shakhnoza Esonovna Abdullaeva	435-440	10.5958/2249-7137.2021.01834.6
74.	BASICS OF PRE-CONSCRIPTION MILITARY TRAINING SUBJECT Samariddin Alikulovich Axatov, Umidjon Maxamadjonovich Akhmatkulov	441-447	10.5958/2249-7137.2021.01835.8
75.	CIVIL-LEGAL REGULATION OF EDUCATIONAL SERVICES Djumagul Anvarovna Dadaboeva	448-453	10.5958/2249-7137.2021.01836.X
76.	THE NATIONAL PECULIARITIES OF PHRASEOLOGICAL UNITS IN THE ENGLISH LANGUAGE Akhmedova Gavkharoy Khasanboy kizi	454-458	10.5958/2249-7137.2021.01837.1
77.	THE STATUS AND DYNAMICS OF THE RAISE OF THE ACTIVE CITIZENSHIP AND INITIATIVE OF UZBEKISTANYOUTH: PROBLEMS AND CHALLENGES Egamberdieva Aziza Mustafaevna	459-465	10.5958/2249-7137.2021.01841.3
78.	CLASSIFICATION OF PILGRIMAGES AND THE PHENOMENON OF HOLINESS (ON THE EXAMPLE OF UZBEKISTAN) Madaliev Khonzoda Abduvokhidovna	466-471	10.5958/2249-7137.2021.01838.3
79.	ACTIVITIES AND ACHIEVEMENTS OF STUDENTS OF THE YEOJU TECHNICAL INSTITUTE IN TASHKENT IN THE WORLD OF FASHION Azimova Fatima Rasulbekovna	472-475	10.5958/2249-7137.2021.01839.5
80.	SHUR INEQUALITY AND ITS AMAZING APPLICATIONS Kamoliddinov Davlatjon Utkirkhon ogli	476-480	10.5958/2249-7137.2021.01840.1
81.	MIND AND GIFTEDNESS: A PHILOSOPHICAL EXAMINATION OF GIFTED EDUCATION Akeem Amodu	481-487	10.5958/2249-7137.2021.01842.5
82.	SEMANTICS AND LINGU-CULTUROLOGICAL FEATURES OF OLD UZBEK LEXEMANS Kholmanova Zulkhumor	488-497	10.5958/2249-7137.2021.01843.7
83.	DEVELOP A SENSE OF PATRIOTISM IN YOUNG PEOPLE SOCIAL PEDAGOGICAL NECESSITY F.A.Dosumxodjaev	498-500	10.5958/2249-7137.2021.01844.9
84.	EXPERIMENTAL STUDY OF SPEECH DEVELOPMENT IN BILINGUAL CHILDREN Shamsieva Manzura	501-513	10.5958/2249-7137.2021.01845.0

85.	ON THE ARCHITECTURAL METHODS OF CONSTRUCTION OF THE EARLY MEDIEVAL RURAL AREAS OF USTRUSHNA (ON THE EXAMPLE OF JIZZAKH OASIS) Jasur Isokovich Gofurov	514-519	10.5958/2249-7137.2021.01846.2
86.	ASSESSMENT OF METROLOGICAL RELIABILITY OF MEASUREMENTS USING THE METHOD OF PRODUCING FUNCTIONS Erkaboyev Abrorjon Xabibulloqli, Madmarova Umida Abdulkarimovna	520-528	10.5958/2249-7137.2021.01847.4
87.	WITH THE HELP OF SCIENTIFIC-BASED SOURCES, THERE ARE MANY ALLEYS, MOSQUES AND THEMES NAMED AFTER MAHMUD TOROBI Mamurov Ulugbek	529-533	10.5958/2249-7137.2021.01848.6
88.	STYLISTIC FUNCTIONS OF ANTONYMS, MORPHEMIC COMPOSITION, SEMANTICS IN THE KARAKALPAK LANGUAGE Sh.B.Khojanov, A.Z.Otemisov, D.B.Seytqasimov, A.Tursinbaev	534-544	10.5958/2249-7137.2021.01849.8
89.	RELATIONSHIP OF REFERING PRONOUNS TO PERSONAL DEIXIS IN UZBEK LANGUAGE Eshonkulov O.T	545-549	10.5958/2249-7137.2021.01850.4
90.	PROCEDURES FOR MODELING OF TERRITORIAL SECONDARY EDUCATION INSTITUTIONS OF UZBEKISTAN Ganiev Erkin, Eshonkulov Xamroqul Mamatkulovich	550-552	10.5958/2249-7137.2021.01851.6
91.	PREVENTIVE INSPECTION OF LYMPH NODES IN SCHOOL-AGE CHILDREN Alimova Gulrukh Mukimovna, Makhmudova Barro Shamsuddinovna	553-558	10.5958/2249-7137.2021.01852.8
92.	THE USE OF FISHBANK IN THE STUDY OF LITERATURE Chorieva Sharofat Turaevna*; Avazova Soxibjamol Akhmedovna	559-564	10.5958/2249-7137.2021.01853.X
93.	PROBLEMS OF ENTREPRENEURSHIP, ECONOMY AND ECONOMIC EDUCATION IN THE PEDAGOGICAL HERITAGE OF EASTERN THINKERS Khudoykulov Khol Jumaevich, Boboqulova Dilfuza Mengliboevna	565-572	10.5958/2249-7137.2021.01854.1
94.	YOUNG PSYCHOLOGICAL FACTORS OF ACTUALIZATION OF CREATIVITY IN STUDENTS OF SMALL SCHOOL AGE Odiljonova Aziza Abduraximovna	573-582	10.5958/2249-7137.2021.01855.3
95.	COMPARATIVE EVALUATION OF THE RESULTS OF THE APPLICATION OF GALLERY ORPTION IN PATIENTS WITH MECHANICAL JAUNDICE MALIGNANT ETIOLOGY Nazira Uktamovna Aripova, Seilkhon Kuronboevich Matmuratov, Jasurbek Kamilzhanovich Babadzhanov	583-589	10.5958/2249-7137.2021.01856.5
96.	ALUMINUM-BASED COMPOSITION MATERIALS FOR PROCESSING ALUMINUM SCRAP Usmonov J.M, Shakirov Sh.M, Ubaydullayev M.M, Parmonov S.T	590-595	10.5958/2249-7137.2021.01857.7
97.	SOME ISSUES OF CORRELATION BETWEEN INTERNATIONAL STANDARDS OF JUSTICE AND CRIMINAL PROCEDURE LEGISLATION OF THE REPUBLIC OF UZBEKISTAN S.E. Ibragimova	596-603	10.5958/2249-7137.2021.01858.9



DOI: **10.5958/2249-7137.2021.01762.6**

STUDY OF ECONOMIC IMPACT OF BRITISH COLONIAL RULE

Virender Singh*

INDIA

ABSTRACT

The British ruler's new land system also had a significant effect on the Indian economy. During the reign of the East India Company, the corporate administrations levied excessive rates on land revenues and thus achieved higher land returns. The British Government subsequently implemented the land settlement in 1793. In Bengal and other neighbouring regions, permanent settlement was established and eventually spread to other states. This settlement led to the establishment of zamindar systems, in which the zamindar collection and transfer of land income to the British authorities was carried out.

KEYWORDS: *Economic, Policies, Traditional, Political, Colonial Etc.*

INTRODUCTION

An significant aspect of global history has been the growth of European empires from the end of the 15th century. In the early 20th century, significant portions of Africa and Asia were European colonies. Many of these regions are very impoverished today: the poorest 20 nations in the world are former colonies in terms of per capita GDP in 1995. There are different opinions as to whether colonial authority in the past was responsible for such underdevelopment.

British governmental rule of the Indian subcontinent started in 1757 and continued until 1947. However, not all parts of India were directly under British administrative authority; vast portions were under Indian governance. Indirect colonial authority in this environment meant that the British fully controlled the defence and foreign policy of these local countries but had significant autonomy in the field of domestic administration. Any variations I find are thus most likely related to the quality of internal administration. All the native states were incorporated into independent India in 1947 after the British departed, and since then have been subject to an unified administrative, legal and political framework. So it is doubtful that variations in existing institutions would drive my findings.

However, colonialism did not just influence the growth of those colonising nations. More visibly, it also impacted the colonised cultures. We have shown that this again has diverse impacts in our

study. This is because colonialism has created in various locations very diverse kinds of societies. Colonialism, in example, left extremely diverse institutional legacies in various regions of the globe with radically varied economic development implications. This is not because different European nations imported distinct kinds of institutions — such that North America thrived by the legacy of British institutions, while Latin America failed because of its Spanish institutions. Indeed, the data indicates that different colonial powers had comparable objectives and tactics. The results were significantly diverse because of variations in colonial starting circumstances.

Disruption of Traditional Economy

The economic policies pursued by the British transformed India's economy quickly into the colonial economy, the type and structure of which had been dictated by the requirements of the British economy, which had completely disturbed the traditional structure of the Indian economy.

Ruin of Artisans and Craftsmen

- A sudden and rapid collapse of city crafts which had made India's name a byword for ages on the marketplaces of the whole civilised world.
- Indian products created using rudimentary technology could not compete with goods manufactured by strong steam-operated machines on a large scale.
- The construction of railroads allowed British manufacturing in the distant regions of the nation to reach and root out traditional industries.
- The progressive loss of rural crafts has breached the rural agricultural-domestic unity and therefore helped to destroy the self-sufficient village economy.
- The politics of Clive and Warren Hastings in Bengal at the very outset of British rule led to such destruction that even Cornwallis lamented that one third of Bengal had been turned into "a forest of wilderness-only animals."
- The British rule established throughout time the idea of land transferability; the British revenue system also allowed a money lender or a wealthy farmer to acquire ownership of land.
- During times of shortage and hunger the practise of land transfer from farmers was increased.
- The money lender had become by the end of the 19th century a significant rural scourge and a key reason for the increasing impoverishment of the rural populations.
- Total rural debt of Rs 300 crores was projected in 1911 and of 1 800 crores by 1937.
- Taxation pressure and rising poverty have driven farmers to debt, thereby increasing their poverty.
- The increasing marketing of agriculture also enabled the money lender trader to abuse the grower.
- In northern Madras, the permanent settlement and in the remainder of Madras the Ryotwari Settlement were equally severe.

Stagnation and Deterioration of Agriculture

The main causes for stagnation and degradation of agriculture followed –

- Agriculture overcrowding;
- Excessive demand for land income;
- Landlordism growth;
- Increased debt; and
- Cultivators' increasing poverty.
- Poverty and hunger
- People's poverty culminated in a succession of famines that devastated the whole of India in the second half of the 19th century.
- The first famine took place in Western U.P. It cost over two lakhs in 1860-61.
- Orissa, Bengal, Bihar and Madras were consumed by hunger from 1865 to 1866, killing over twenty lakhs; Orisa alone lost ten lakhs.
- Perhaps India's greatest famine till 1876-78 took place in Madras, Mysore, Hyderabad, Maharashtra, Western U. P. and Punjab.

India: The British Colony

The British arrived to India for colonial purposes. They planned to use India as a feeder colony for their own thriving British economy. The farm lasted for nearly two hundred years until we eventually gained freedom on 15 August 1947. This made the economy of our nation hollow. Therefore, it is essential to examine this connection between the colonisers and their colony in order to comprehend India's current advancements and future perspectives.

The colonial era is characterised by severe exploitation episodes. The British have taken measures to guarantee the growth and promotion of their country's interests. They were not worried about the Indian economy in any manner. These actions made our economy worse – it was essentially a provider of raw resources and a consumer of completed products.

The colonial rulers had stolen India from education, possibilities etc., which reduced Indians to just servants. They never attempted to determine the national and per capita income of colonial India. Some people including Findlay Shirras, Dadabhai Naoroji, William Digby, V.K.R.V. Rao and R.C. Desai were trying to find this out.

The findings were incoherent, but V.K.R.V. Rao's estimations are deemed accurate. Throughout particular, in the first half of the twentieth century Indian growth in aggregate real production was less than 2 percent combined with half a per capita output increase each year. India has mostly faced a herculean task to recover from the blows of its economy during two hundred years of colonial control.

The impact of direct colonial rule

• The Doctrine of Lapse

Lord Dalhousie (1848-1856) stated his policy of “lapse” as follows: “I hold that on all occasions where heirs natural shall fail, the territory should be made to lapse and adoption should not be permitted, excepting in those cases in which some strong political reason may render it expedient to depart from this general rule.” He utilised the strategy to conquer many states in which Indian kings without a natural successor died. Eight native states (including 20 contemporary districts) were killed without a natural successor under Lord Dalhousie's governorship. Of them, four indigenous states were successfully annexed (with 16 districts). Lord Dalhousie seized just three of the remaining 65 native states (161 districts) where such death did not occur (18 districts).

• Instrumental variable estimates

Instrumental variable estimates of the effect on agricultural investments and production under the British reign. The findings of the OLS for the entire sample and the post-1847 sample are shown in columns (2) and (3). In the post-1847 sample OLS estimates are lower, when an exogenous fluctuation due to lapse policy is a major driver of the position of the British Empire. The reduced shape results in column (4) and IV results in column (5) corroborate which column (2) shows that British regions are not substantially more able to perform when the selection is checked in the British attachment than in the native states. All IV estimates are lower and statistically insignificant than OLS estimates

• Validity of ruler death as an instrument

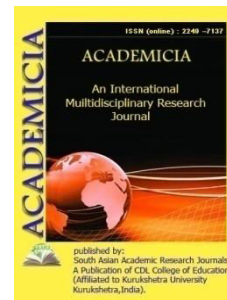
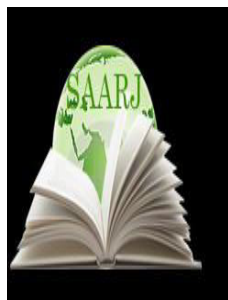
Instrumental variable estimates of the effect on agricultural investments and production under the British reign. The findings of the OLS for the entire sample and the post-1847 sample are shown in columns (2) and (3). In the post-1847 sample OLS estimates are lower, when an exogenous fluctuation due to lapse policy is a major driver of the position of the British Empire. The reduced shape results in column (4) and IV results in column (5) corroborate which column (2) shows that British regions are not substantially more able to perform when the selection is checked in the British attachment than in the native states. All IV estimates are smaller and statistically insignificant than the OLS estimates.

CONCLUSION

Lastly, our empirical results have significant implications for altering comparative development theories. Some believe that regional differences dominate the way long-term patterns of development are explained. In contrast, we have shown that geographical variables do not correspond with developments when the function of institutions is taken into account. For example, the fact that a correlation exists between latitude and geography does not indicate a causal connection. It is motivated simply by the fact that European colonisation has established a latitude-related structure of institutions. Once controlled, geographical factors have no causal impact. Others believe that cultural variations are of vital importance in promoting growth. We found no role at all for several measurements of cultural differences. First of all, the religious makeup of various populations. Secondly, as we stressed, the colonial power identity. Thirdly, the percentage of the population of a European nation of descent. With course, the US and Canada were full of Europeans, but this was a result in our thesis that they had excellent institutions. Today, progress is not driven by the numerical preponderance of Europeans.

REFERENCE

- [1] Acemoglu, D, S Johnson and J A Robinson (2001), “The Colonial Origins of Comparative Development: An Empirical Investigation”, American Economic Review, 91, 1369-1401.
- [2] Acemoglu, D, S Johnson and J A Robinson (2002), “Reversal of Fortune: Geography and Institutions in the Making of the Modern World Income Distribution”, Quarterly Journal of Economics, 118, 1231-1294.
- [3] Acemoglu, D, S Johnson and J A Robinson (2005), “The Rise of Europe: Atlantic Trade, Institutional Change and Economic Growth”, American Economic Review, 95, 546-579.
- [4] Acemoglu, D and J Robinson (2012), Why Nations Fail, New York: New York.
- [5] Dell, M (2010), “The Persistent Effects of Peru’s Mining Mita”, Econometrica, 78, 1863-1903.
- [6] Putnam, R H (with R Leonardi and R Y Nanetti) (1994) Making Democracy Work, Princeton: Princeton University Press.
- [7] R. A. Huttenback, The British Imperial Experience (1966);
- [8] J. A. Williamson, A Short History of British Expansion (2 vol., 6th ed. 1967);
- [9] C. E. Carrington, The British Overseas (2d ed. 1968);
- [10] C. Cross, The Fall of the British Empire (1968);



DOI: 10.5958/2249-7137.2021.01763.8

GROWTH RATE OF FAT TAILED SHEEP IN THE ARAL SEA

Ruzimbay Urazbaevich Turgunbaev*; Yusufbek Fayzullayevich Sultanov**

*Scientific Director, Doctor Agricultural Sciences,
Professor of the Nukus branch of the Samarkand Institute of Veterinary,
UZBEKISTAN

Email id: Medicineturgunbaev19643@mail.ru

**Independent Researcher,
Nukus branch of the Samarkand Institute of Veterinary Medicine,
UZBEKISTAN

Email id: turgunbaev19643@mail.ru

ABSTRACT

The article analyzes in the indicators of the living mass of the growth rate of fat-tailed sheep djaydara, gissar and their obstacles in Karakalpak. Installed uneven growth of lambs in periods and their dependence both from consecutive factors and feeding levels. It is especially important in obtaining the time when the demand of the world market on the wool of the embracing from year to when it decreases, and the need for meat and milk increases. The analysis of the data generated in Table 2 shows that the average daily increases of the lambs in the growth periods were not the same. Almost in all cases, both absolute and the average daily increase, the lambs of the Gissar breed was the highest.

KEYWORDS: *Fat Tail Sheep, Meat And Rigorous Productivity, Absolute And Medium Daily Increase, Pasture Content.*

INTRODUCTION

The experience of developing sheep-flow shows that it is necessary to fully use the specificity of productive features to increase its efficiency and competitiveness. It is especially important in obtaining the time when the demand of the world market on the wool of the embracing from year to when it decreases, and the need for meat and milk increases. This explains the increased interest in breeding sheep meat and dairy direction of productivity.

[1,2] The authors indicate that the fat tailsheeps are inherent in high meat-rigorous productivity, a relatively large amount, good fitness for pasture conditions, which contributes to their widespread dissemination as the demand for her product meat and fat is not limited. The main thing is that the products are easily implemented, which makes it economic in demand.

Fat tail sheep in Karakalpak will increase the traditional and historically established branch of animal husbandry. Here they are bred mainly by the fat tail sheep local populations-djaydara.

In order to increase their meat and seating products, in recent years began to import and use fat tail sheep gissarbreed distinguished by high randomness and outstanding meat-greasy qualities.

To successfully carry out this paper, it is necessary to explore the economically biological features of both local sheep and browse and their obstacles. This is relevant to both the scientific and practical parties.

Material and implementation method

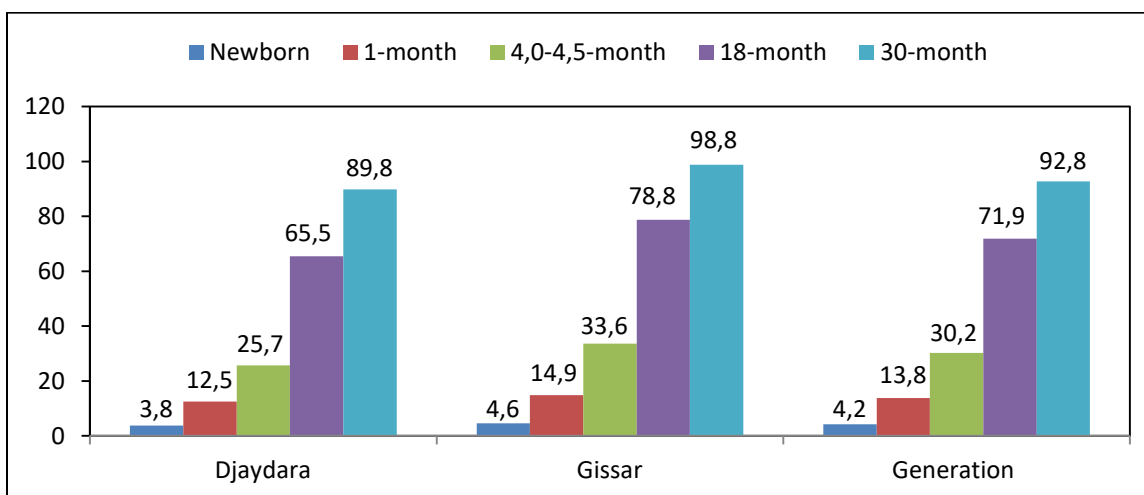
The experimental part of the studies was carried out in the conditions of the farm "Sultanov Tukhtabay" in 2020-2021, the materials of the Local population of djaydara, gissar breed and their possessions served as the research material. Weighing was performed on platform scales with an accuracy of 0.1 kg.

Research results

Studies [1, 2, 3] found that, as predictive and confirming the criteria for meat and rigorous productivity are the indicator of their lively mass. The obtained data on the increased dynamics of the living mass is shown in Table -1.

The analysis of the data given in Table 1 shows that the growth of animals already in the womb period of the jamble was not lonely, which was reflected on the live weight of the lambs at birth, although sofhydrates were in the same feeding conditions and content this indicates that The development of the fetus in the uterine period has a significant impact of animal genotype.

Thus, the smallest living mass at birth was hazy to djaydara (3.8 ± 0.69 kg) and they were inferior to gissar and local batches, respectively, 0.8 and 0.4 kg.



Drawing-1. Age dynamics of live masses, kg

In the following age periods, this trend has been preserved. Thus, in the age aspect, the advantage of the lively mass of Gissarrams over the mixtures and rams of the Djaydarabreed, respectively, was: when chopped from the module - 2.4 and 7.7 kg; At one and a half years of age, 4.9 and 11.3kg and 25, in summertime, 6.0 and 9.0 kg.

One of the main biological features of the meat-seer rocks is their strength, which is closely related to the intensity of the growth of feed transformation into products the possibility of equal economic use of young people with a reproductive process.

Below in Table 2 shows the age dynamics of the incident of the likelihood under normal conditions of pasture content.

The analysis of the data generated in Table 2 shows that the average daily increases of the lambs in the growth periods were not the same. Almost in all cases, both absolute and the average daily increase, the lambs of the Gissar breed was the highest. The lambs of obstacles occupied the average position, although the conditions for feeding and content were the same.

TABLE-1 THE DYNAMICS OF ABSOLUTE AND MEDIUM-DAY INCREASE LAMB

Growth periods	Number of days	Breedness					
		Djaydara		Gissar		Generation	
		Absolutekg.	Mid-dailykg	Absolutekg.	Mid-dailykg	Absolutekg.	Mid-dailykg
From birth to 1 month	30	8,7	290,0	10,3	343,3	9,6	320,0
From 1 month to 4.5 months	105	13,2	125,7	18,7	178,9	16,4	156,2
From 4.5 months to 18 months	405	39,8	98,2	45,2	111,6	41,7	103,0
From 18 months to 30 months	365	24,3	66,5	20,0	45,8	20,9	57,2
For the entire period	900	86,0	9,5	94,2	10,4	88,6	9,8

For all 3 groups, the greatest increase was observed in the first month of growth, then it gradually decreased, which is undoubtedly connected with the milk milkness and the yield of pastures.

The first 1.5 years of the growth of the lambs were higher, due to the lactation period.

The average daily increase of the lambs in the uterine period was within 25.3-30.0 grams. At the same time, in the group, the lambs of the gissarbreed, it was not equal to 30.6 grams.

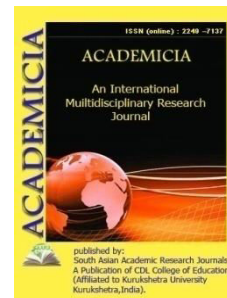
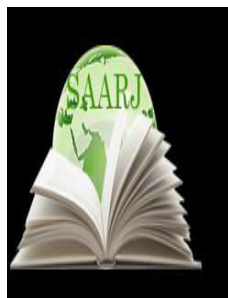
The first 2.5 years after the morning development, the difference in the growth rate was preserved and amounted to Djaydara - 9.5, Gissar-10.4 lambs group, 9.8 grams.

CONCLUSIONS

Thus, the results of conducted research and observations of increasing the lambs of different genotypes make it possible to conclude that the growth of the lambs occurs under the influence of genetic features and the level of feeding, regulating these factors can be controlled by the growth process of the lambs and achieve the planned meat-hasty productivity.

REFERENCES

1. Erokhin A. I. et al. Intensification of production and improvement of the quality of sheep meat. M. 2015., 304 p.
2. Yusupov S. Constitutional differentiation and productivity of Karakul sheep. T. 2005., 290 p.
3. Shaptakov E. S. Ways to increase lamb production in karakul breeding. Vol. 2020., 196 p.



DOI: **10.5958/2249-7137.2021.01764.X**

SIMULATION TECHNOLOGIES: DEVELOPMENT OF CLINICAL THINKING WITH THE HELP OF A VIRTUAL PATIENT

Gadaev Abdigaffar Gadaevich*; Abduraximova Lola Anvarovna**

^{1,2}Tashkent Medical Academy,
Tashkent, UZBEKISTAN

ABSTRACT

The study examined the level of clinical thinking and perception of students when learning on Body Interact. A questionnaire was used for students in the direction of "general medicine", after the completion of the cycle and analysis of clinical scenarios. The results showed that more than 80% of students noted a positive impact on the development of clinical skills and contributes to the development of clinical thinking. Training Center according to the schedule of practical classes in the 2019-2020 academic year, took part in the survey. All students who completed a practical lesson with the use of a virtual patient were asked to complete an online questionnaire. Modern medical education offers a wide range of simulation technologies for the development of clinical skills, while virtual interactive systems are an innovative solution with limited opportunities for working with real patients.

KEYWORDS: *Simulation Training, Virtual Patient, Clinical Thinking, Questionnaire.*

INTRODUCTION

In the modern world, in the era of rapid development of high-tech medicine, society makes increased demands on the quality of medical services. This indicator and the quality of life of patients after treatment should underlie the assessment of the professional activities of individual specialists and medical institutions, as well as the level of health care in general. Therefore, the key task of modern medical education is to create conditions for the development of a wide range of competencies and firmly established practical skills in students without the risk of harming the patient [2,3].

One of the methods of improving the quality of practical training of future paramedics, nurses, midwives, medical laboratory technicians is the use of simulation technologies. Simulation in

medical education is a modern technology for teaching and assessing practical skills, abilities, and knowledge based on realistic modeling, imitation of a clinical situation, or a separate physiological system, for which biological, mechanical, electronic, and virtual (computer) models can be used [1.4].

The training of future doctors cannot be reduced only to the repetitive performance of a series of manipulations and procedures. A future doctor should not only learn to apply the acquired knowledge and skills but be able to do it in a systemic, complex manner, demonstrating the so-called “clinical thinking” [5,6]. Body Interact is an interactive virtual system designed to practice diagnosis, make clinical decisions and develop clinical thinking using the "virtual patient" technology.

Modern medical education offers a wide range of simulation technologies for the development of clinical skills, while virtual interactive systems are an innovative solution with limited opportunities for working with real patients [3]. Such an innovative platform is the virtual interactive system Body Interact, designed for diagnosis, clinical decision making, and emergency care.

According to the literature, such innovative technologies contribute to the effective training of medical students, improve the quality of training of future healthcare professionals, and the willingness to apply their knowledge in clinical practice.

At the Tashkent Medical Academy, Body Interact has been used in the educational process since 2019. It became necessary to assess the level of students' perception of clinical situations and their impact on the clinical thinking of students.

Purpose of the study. The aim of this study is to study the level of understanding - the perception of students during learning with the help of a virtual patient and to assess the influence of the syndromic approach on the development of clinical thinking.

Materials and methods. The virtual patient Body Interact is a horizontal touch-screen table, which depicts a virtual patient and displays the data of physiological parameters, electrocardiography, X-ray images, and the results of prescribed laboratory tests requested during diagnostics. The virtual simulator in real time displays the change in the patient's condition, as well as all the manipulations performed by the cadet, the patient's response to the treatment. At the end of the training session, an objective assessment of the cadet's actions according to the specified criteria is displayed on the screen. In particular, the expediency of the appointments made is indicated.

The clinical scenarios included in the kit are designed with varying degrees of complexity in mind. There are scenarios for various clinical specialties, including cardiology, endocrinology, neurology, traumatology. The instructor has access to all scenarios, while the student only has access to those scenarios that have been selected for him by the instructor. The virtual simulator has the following features:

- Clinical experience from a rational history, examination, diagnosis to management and treatment tactics;
- A variety of virtual patients, a choice from a variety of states of patient states;

- Dynamic communication with the patient, dialogue - collecting anamnesis, questioning on the main and concomitant complaints, the development of the disease and life history;
- Objective picture, the possibility of a visual examination of the patient (the monitor displays physiological parameters, important indicators, manifestations of pain, consciousness or loss of consciousness, pallor, cyanosis, acrocyanosis, yellowness, various rashes, chest movements, etc.)
- Algorithm of actions - the choice of groups of drugs, the choice of doses, drugs, medical interventions, and manipulations;
- Monitoring of vital parameters in real-time: blood pressure, heart rate, RR, SpO₂;
- Physiological examination: palpation, percussion, listening to heart and lung sounds, measuring body temperature, pupil response, and other data;
- Reference images at the request of the student: electrocardiogram, angiography, bone x-ray, computed tomography, organ x-ray, ultrasound of the abdominal organs, ultrasound of the carotid arteries with Doppler, chest x-ray, colonoscopy, coronary angiography, head computed tomography, spine x-ray, ultrasound ... examination of the lower extremities, computed tomography of the pelvis, echocardiography, transthoracic echocardiography, endoscopy of the upper gastrointestinal tract;
- Laboratory tests: CBC, arterial blood gases, biochemistry, blood test for infections, blood glucose levels, heart markers, coagulation test, blood test for fats, general urine test, urinalysis for antigens, etc.
- Interventions: catheterization, defibrillation, chest compression, oxygen therapy, blood transfusion;
- Categories of drugs, methods of administration and dosage: analgesics, anti-inflammatory, antiarrhythmic, antibiotics, antiplatelet agents, antipyretics, bronchodilators, coagulants, diuretics, fibrinolysis inhibitors and ions, gastrointestinal, gastrointestinal, sedative, vasoactive substances;
- Debriefing: journal - an algorithm of actions, analysis, and evaluation of the student's work done.

The learning algorithm is built according to the following algorithm:

- Objective picture, examination, patient status
- Assessment of physiological parameters
- Interview with a patient
- Application of the ABCDE method (task priority)
- Appointment of laboratory tests and interpretation of their results
- Differential diagnosis of the condition.
- Development of a treatment strategy, prescription of pharmacological drugs.
- Choice of treatment method based on clinical risks.
- Determination of the prognosis of the course of diseases.

- Follow-up: re-interview, re-assessment of the patient's condition, transfer of the patient to other hospital departments, data recording
- End of the study session, objective assessment of the student's actions.

To assess the perception of students, a questionnaire was used to assess the mastery of the clinical decision skill after using the interactive system. Students of the 5th and 6th courses in the direction of "General Medicine" of the Tashkent Medical Academy, who were trained in the Simulation Training Center according to the schedule of practical classes in the 2019-2020 academic year, took part in the survey. All students who completed a practical lesson with the use of a virtual patient were asked to complete an online questionnaire. Body interaction - horizontal touch screen table, available in 40 clinical scenarios, adapted in Russian with various pathologies in internal medicine.

Results. 204 students of the specialty "General Medicine", trained on Body Interact, were questioned. The results of the survey showed that the 5th year students accounted for 42.5%, the 6th year - 57.5%. The respondents noted that clinical cases have the following positive aspects - they improve clinical thinking, make it possible to adapt as in real life, allow them to objectively assess their knowledge and identify their shortcomings, fairly realistic cases, the ability to analyze the basis of diagnostic and treatment methods. In addition to the positive aspects of the students, the weak points were noted, such as the choice of treatment at random, on the final assessment is not the effect of error and treatment, the difference in diagnosis and treatment protocols. The degree of their emotional stress and mental effort during training on a scale from 1 to 10 points "maximum stress" was felt by 31% of students, 9 points - 19.2%, 8 points - 17.8%, 7 points - 11.5%, 6 points - 9.5%, 1-5 points - 11% of students. At the same time, 5th-year students who had less clinical experience experienced maximum stress. 28.4% of students noted absolute confidence, followed the algorithm of actions "like a general practitioner in real life", 48.6% of students were "confident", and 23.2% of students were "confident", especially when interpreting laboratory and instrumental data, as well as when prescribing treatment. 78.5% of students correspond to the level of theoretical and practical knowledge, 92.3% of cases help to improve the skills of taking anamnesis and making a diagnosis, 78% of cases use those prepared to meet with real patients, 67.8% have gained valuable experience, and 5.4 % of students were unsure.

In general, more than 80% of students note the positive impact of working with a virtual patient on the clinical development of thinking. Students studied over 40 clinical scenarios across a variety of disciplines. More than 85% of students noted that they coped with the clinical scenarios, as the level of compliance corresponded to the level. At the same time, 90% of respondents admit that clinical people use improved methods of diagnosis and medical care.

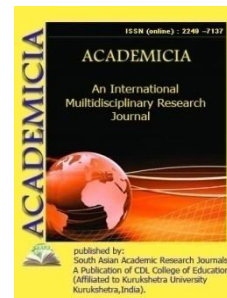
CONCLUSION

Thus, interactive virtual systems have a positive effect on the development of clinical thinking. The sense of skills and skills of uncertainty was more common among 5th-year students in clinical experience scenarios. About 90% of respondents are confident that working with a virtual patient means increasing the level of competence and skills in applying the solution for further application in clinical practice. The "Virtual Patient" curriculum is an effective pedagogical technology and can be used in preparation for the "Internal Medicine" course in different courses. A special emotional atmosphere is created by a highly realistic professional

situation, which contributes to the assimilation of educational material and improves the quality of education. Currently, a significant positive effect of virtual patient technologies in medical education and advanced training of doctors has been proven, their economic efficiency has been demonstrated in comparison with centers for modeling robotic dummies and the use of standardized patients. The possibility of remote use of Virtual patient for the formation and improvement of competence in making clinical and diagnostic decisions obvious. Virtual interactive systems are effective in improving the quality of medical education. Virtual interactive systems are effective in improving the quality of medical education.

REFERENCES:

1. Avdeeva V.G. Innovative technologies in the system of continuing medical education. Experience in training specialists for disaster medicine and emergency medical care. Medical Education and Professional Development, No. 1, 2010
2. Bulatov S.A. Teaching Practical Skills: Russian and International Experience. Medical Education and Professional Development, No. 1, 2010.
3. Murin S., Stollenwerk NS "Using simulators in teaching: a turning point" Abridged translation. Virtual technologies in medicine №1 (5) 2011.
4. Svistunov A.A., Kolysh A.L., Gorshkov M.D. The role of the medical community in the development of simulation education in Russia // Med. education and university science. - 2013. - No. 1 (3).
5. Turchina J.E., Sharova O.Ya., Nor OV, Cheremisina A.V., Bitkovskaya V.G. Simulation training as modern educational technology in the practical training of junior students of a medical university // Modern problems of science and education. - 2016. - No. 3
6. Kobayashi L., Patterson M.D., Overly F.L., Shapiro M.J., Williams K.A., Jay G.D. Educational and research implications of portable human patient simulation in acute care medicine. Academic Emergency Medicine 2008 Nov; 15 (11): 1 166-74. Epub 2008 Jul 14.



DOI: **10.5958/2249-7137.2021.01765.1**

IMPROVING THE ORGANIZATIONAL AND ECONOMIC MECHANISM FOR THE DEVELOPMENT OF INNOVATIVE PROGRAMMING SERVICES IN THE REGION

Chuponov Sanat Otanazarovich*

*PhD student,
Urgench state university,
UZBEKISTAN

ABSTRACT

This article discusses the role of programming services in the development of international trade in services. And issues related to the role and importance of increasing international trade in programming services in achieving employment and ensuring economic well-being were discussed. In order to develop programming services in the future, analyzes were conducted based on social surveys. And on the basis of these statistical analyzes, econometric models of forecasting the development of international trade in programming services were constructed and the results were obtained.

KEYWORDS: *Innovative Services, International Trade In Services, Programming Services, Export Of Services.*

INTRODUCTION

The role of the service sector and innovative services in the economies of developed and developing countries is growing rapidly. The share of services in the world economy is growing day by day. Taking into account the world experience, great attention is paid to the development of services in our country.

The Digital Uzbekistan 2030 Strategy envisages increasing the volume of exports of software products from \$ 10 million in 2020 to \$ 100 million by 2025, as well as increasing the share of the information technology sector in GDP by at least 4%. [1]

The share of the services sector in the country's GDP in recent years is 36%. The share of the services sector in the country's GDP in recent years is 36%. Economists have found that the

economy can be considered developed if the share of services in the country's GDP is 65% or higher.[3]

LITERATURE ANALYSIS

Schumpeter, often acknowledged as the “father of the field of innovation” explains that innovations took place only when inventions were accompanied by entrepreneurship: “... As long as they [inventions] are not carried into practice, inventions are economically irrelevant”. [3] Hall and Rosenberg also define similar concepts of innovation, encompassing technical change in both products as well as organization. [4]

Later, many scientists conducted scientific research on innovations and interpreted them differently. In particular, John Ettlie, commented on innovation as follows. Service and manufacturing firms are different when it comes to innovation. Manufacturing is more likely to report the need for new strategies and structures when products are new to the industry or new to the firm. Services, on the other hand, are more likely to convert novelty into success. Services are significantly more likely to have a short beta testing process. [5] Innovation should not be confused with or mistaken for invention, the discovery of something previously not known. Further, product and process innovations may be radical or incremental, where radical innovation fundamentally changes the products offered while incremental innovation makes small and continuous improvements to an existing product. [6] For instance, Porter (1996) differentiates between product and process innovation: product innovation means doing new things while process innovation is about doing things differently. [7]

Michael Engman, an American economist, explains IT service sector makes intensive use of human capital, but is not particularly reliant on physical capital. An export-oriented IT service sector can thus thrive in a country with good technical education and limited infrastructure. [8]

The development of programming services has a huge impact on eliminating unemployment in the region, supply of domestic demand, exporting to foreign markets without any customs restrictions and rapid implementation of the digital economy. On the other hand, progress and development in information and communications technology (ICT) enabled remote provision of services that previously required consumer and provider to be in the same location.[9] The growth in modern economies will come from intellectually based services. Intellectual services, such as software, will be at the heart of service innovation in the foreseeable future. [10]

ANALYSIS AND RESULTS

It is necessary to increase the role of innovative services in the sustainable development of the country and its regions. In the process of rapid globalization, given the growing share of services in GDP, it is necessary to develop international trade in services. Based on the results of a survey on international trade in programming services, the impact of factors on the potential to increase exports of programming services was analyzed.

In order to implement the modeling, 11 factors influencing the development of international trade in programming services were taken and their impact levels were assessed. They are followings:

X1 - Importance of international trade (export) of programming services

X2 - Number of employees

X3 - Export volume in total trade

X4 - The level of exported software products (semi-finished or finished)

X5 - How long have you been operating?

X6 - The level of barriers and problems in the export of services

X7 - The level of barriers and problems in the import of services

X8 - Sufficiency of information about foreign markets

X9 - Sufficiency of information about trading partners

X10 - Importance of the project "One million Uzbek programmers"

X11 - Availability of skilled labor

According to the results of the analysis, the coefficients representing the effects of factors 6 and 11 were found to be adequate. The results are given in the table below.

TABLE 4 THE RESULTS OF THE ANALYSIS BASED ON THE EVIEWS PROGRAM

Dependent Variable: Y				
Method: ML - Binary Logit (Quadratic hill climbing)				
Date: 08/10/21 Time: 10:26				
Sample (adjusted): 1 55				
Included observations: 42 after adjustments				
Convergence achieved after 4 iterations				
Covariance matrix computed using second derivatives				
Variable	Coefficient	Std. Error	z-Statistic	Prob.
X6	-0.723072	0.337652	-2.141470	0.0322
X11	1.050676	0.565343	1.858477	0.0631
Mean dependent var	0.404762	S.D. dependent var		0.496796
S.E. of regression	0.474991	Akaike info criterion		1.326807
Sum squared resid	9.024651	Schwarz criterion		1.409553
Log likelihood	-25.86295	Hannan-Quinn criter.		1.357137
Deviance	51.72590	Restr. deviance		56.69120
Avg. log likelihood	-0.615785			
Obs with Dep=0	25	Total obs		42
Obs with Dep=1	17			

Here:

Y - The ability of programming service providers to offer their software products to foreign markets;

X6- responses on the level of barriers and problems in the export of services (these responses are rated from one to five);

X11- availability of skilled labor (these answers are rated on a scale of one to three).

According to the results of this model, the level of barriers and problems in the export of services has a negative impact on the activities of enterprises in foreign markets. The coefficient representing this effect is adequate by all criteria. The availability of a skilled workforce has a positive impact. However, we can observe that the indicators representing the impact of this factor are adequate in the 90% confidence interval. That is, the r-value is 0.06, which should actually be 0.05 or less for a 95 percent confidence interval. Since the difference has an insignificant value, we found it appropriate to use a two-factor function.

$$P = \frac{e^{-0.723 \cdot X_6 + 1.051 \cdot X_{11}}}{1 + e^{-0.723 \cdot X_6 + 1.051 \cdot X_{11}}} \quad (1)$$

или

$$\ln\left(\frac{P}{1-P}\right) = -0.723 \cdot X_6 + 1.051 \cdot X_{11} \quad (2)$$

Here:

P - The ability of programming service providers to offer their software products to foreign markets;

Taking into account the influence of the given model and factors, we consider the probability that programming service providers will operate in foreign markets in cases corresponding to their different levels

TABLE 5 THE IMPACT OF THE REDUCTION OF BARRIERS AND PROBLEMS IN THE EXPORT OF SERVICES ON THE PROBABILITY OF EXPORTING PROGRAMMING SERVICES IN CONDITIONS OF UNSATISFACTORY AND MODERATE AVAILABILITY OF SKILLED WORKERS

	Coefficients	Options									
X6	0.723072	5	4	3	2	1	5	4	3	2	1
X11	.050676	1	1	1	1	1	2	2	2	2	2
	$Y^* = \ln(p/(1-p))$	-2.565	-1.842	-1.119	-0.395	0.328	-1.514	-0.791	-0.068	0.655	1.378
Probability	$p = \exp(y^*) / (\exp(y^*) + 1)$	0.071	0.137	0.246	0.402	0.581	0.180	0.312	0.483	0.658	0.799
Limited effect			0.065		0.156		-0.401		0.171		0.141

According to the results of the calculations, the elimination of barriers and problems in the export of programming services at an unsatisfactory level of skilled workers will increase the export of these services from 7.1% to 58.1%. If the availability of skilled workers is moderate, then these quantities range from 18.0 to 79.9 per cent, respectively. It can be seen that the high

barriers to exports are important factors that negatively affect the access of programming companies to foreign markets.

Our government is taking a number of measures to develop programming services. In particular, the establishment of the project "One Million Programmers" is aimed at overcoming the problem of providing qualified personnel in this area. From the above measures, we can predict an increase in the number of skilled workers in the future. In this case, we would like to pay special attention to the impact of reducing barriers and problems in the export of services on the activities of programming companies to foreign markets.

TABLE 6 THE IMPACT OF THE REDUCTION OF BARRIERS AND PROBLEMS IN THE EXPORT OF SERVICES ON THE PROBABILITY OF EXPORTING PROGRAMMING SERVICES IN CONDITIONS OF HIGH AVAILABILITY OF SKILLED WORKERS

	Coefficients	Options				
X6	-0.723072	5	4	3	2	1
X11	1.050676	3	3	3	3	3
	$Y^* = \ln(p/(1-p))$	-0.463	0.260	0.983	1.706	2.429
Probability	$p = \exp(y^*) / (\exp(y^*) + 1)$	0.386	0.565	0.728	0.846	0.919
Limited effect		0.178			0.119	

According to the results, if the availability of skilled workers is high, there is an opportunity to increase the probability of programming companies to enter foreign markets from 38.6% to 91.9% by reducing barriers and problems in exports.

In briefly, there is an opportunity to ensure the development of not only domestic but also foreign markets of innovative services provided by providing skilled workers and overcoming existing problems in entering foreign markets.

In general, at a time when the digital economy and knowledge-based economy are evolving, the development of programming services is directly related to the provision of skilled workers in this field and the elimination of barriers and restrictions in the export of software products to foreign markets. That is, by ensuring the positive results of both factors, the programming service has the potential to increase the efficiency of international sales to 91.9%.

In other words, there is an opportunity to increase the efficiency of programming companies in domestic and foreign markets to 91.9% by ensuring the positive results of both factors.

CONCLUSION AND RECOMMENDATIONS

The share of services in the economy of the region and the country, and the share of modern, innovative services in the structure of services differs sharply compared with developed countries. Development of innovative services based on knowledge and technology is an effective solution to increase the welfare of the population, reduce unemployment.

There is an opportunity to develop and organize all 12 types of services classified by the World Trade Organization in the region on the basis of innovations. With this in mind, focusing on innovative programming services to increase the export potential of the region will bring great

economic benefits in the near future. Motivating the younger generation to take an interest in the field, increase their knowledge of programming, and teach foreign languages are important in increasing the number of programming professionals.

In conclusion, the following measures will need to be taken to develop international trade in programming services:

Promote for the development of programming services

Infrastructure improvement

Removal of barriers to the provision of programming services

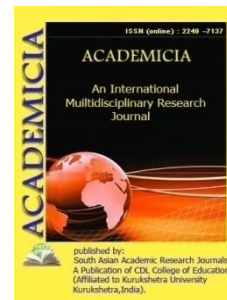
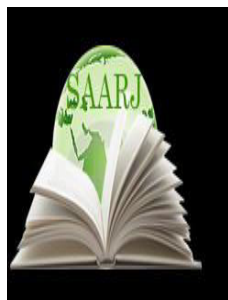
Improving the quality and quantity of staff in the field of programming services

Access to payment systems (PayPal)

Establishment of special economic zones and IT parks

REFERENCES

1. Strategy "Digital Uzbekistan - 2030". APPENDIX 1 to the Decree of the President of the Republic of Uzbekistan No. PF-6079 of October 5, 2020.
2. Бурменко Т.Д., Далиленко Н.Н., Туренко Д.А. Сфера услуг. Экономика: учеб.пособие.- М.:КНОРУС, 2007. -328 с.
3. Schumpeter, J. A. (1961). The Theory of Economic Development, Trans. Redvers Opie. New York: Oxford University Press. P.88
4. Hall, B., & Rosenberg, N. (2010). Handbook of The Economics of Innovation (Vol. 1). Elsevier B.V.
5. John E. Ettlie. (2020). Innovation Renaissance. Defining, debunking and demystifying creativity. Routledge is an imprint of the Taylor & Francis Group. London and New York. P. 86.
6. V.V. Baunsgaard and S.R. Clegg (2015). Innovation: A Critical Assessment of the Concept and Scope of Literature. P.7.
7. Porter ME (1996) What is strategy? Harvard Bus Rev 74(6):1–78
8. Michael Engman (2010). International Trade in Services: new trends and opportunities for developing countries. The World Bank. Washington, D.C. P. 219.
9. Romina E. G. (2017). Strengthening knowledge-based services in Argentina. Revista de Administracao Mackenzie, 18(6), 96-123.
10. John E. Ettlie. (2006). Managing innovation. Second Edition. Rochester Institute of Technology. P.339.



DOI: **10.5958/2249-7137.2021.01766.3**

THE SOCIAL COMPOSITION OF IMMIGRANTS FROM THE RUSSIAN EMPIRE TO TURKESTAN;- LATE 19TH CENTURY - EARLY 20TH CENTURY

Ravshanov Sherbek Tursunkulovich*

*Basic doctoral student,
The History Institute of Uzbekistan Sciences Academy,
UZBEKISTAN

ABSTRACT

As a result of the occupation of the Uzbek khanates by the Russian Empire, the Russian government pursued a policy of resettlement of the population of the provinces of the European part of the empire to the eastern colonies, including Turkestan. As a result of these resettlement processes, different sections of the population were resettled from different parts of the empire. As a result, specific social strata of the population were formed in the Turkestan region. The article examines the social structure of immigrants from the Russian Empire to Turkestan.

KEYWORDS: *Turkestan, Russian Empire, Tyranny, Social Stratum, Nation, Syrdarya, Ettisuv, Samarkand, Fergana, K.P. Von-Kaufman, Province, Russian, Cossack, Military.*

INTRODUCTION

The Turkestan region is located in the Central Asian region, which connects the continents of Europe and Asia, where the first mankind arose and the first states of civilization appeared in history. Therefore, the climate, natural conditions and fertile lands of this place have always attracted new cultures, new social strata and different ethnic groups of the region. At the same time, it was the last time in the pages of history held to this day by the Russian Empire, which fulfilled its aggressive and imperialist goals on this land. Of course, like all imperialist states, the Russian Empire intensified its occupation of the territory of the occupied Uzbek khanates. In particular, the goal was to transmit and assimilate Russian culture among the peoples of Turkestan, who for millennia had their own high culture. As the main solution, an attempt was made to resettle the Orthodox Russian population living in the European regions of Russia to the country. It was as a result of the policy of the Russian Empire to resettle the population to Turkestan that a new social and ethnic structure was formed here.

By the second half of the 19th century, Russians, Ukrainians, Belarusians, Tatars, Germans, Armenians and representatives of other nationalities actively migrated to the country. Most of them were farmers. The Russian diaspora began to appear in the Bukhara Emirate and the Khiva Khanate. Only these lands were visited by representatives of the industry, who were engaged in the construction of non-agricultural railways through the construction of cities in Russia (Kagan, Chordjuy).

As we noted above, at the end of the 19th century, the issue of resettlement to Turkestan was not strictly regulated by legislation developed by the tsarist government. Although the Turkestan region was closed to immigrants by the adopted laws, this is also allowed by the same law. For example, the 1886 charter allowed only rural Orthodox Christian immigrants to move. In addition, local military leaders, officers and soldiers who served in the Ministry of War system were allowed to remain in the country after the end of their service, and military personnel who served in other countries of the empire also resigned.

The socio-ethnic composition of the population that migrated to Turkestan from the central and western parts of the Russian Empire, that is, from the European regions of Russia, has a peculiar look and was formed over the past period. The social structure consists of a military stratum originally associated with the occupation of the country. In turn, the military composition also consisted of two main components. These were Russian (Ukrainian, Belarusian, Tatar, German, Polish, etc.) servicemen of the main armed forces of the empire, who lived and moved freely in almost any territory and had a number of privileges. Another important pillar of the empire was the military Cossack stratum, which served mainly as a defender in the conquest of new territories and on the periphery of the empire. Cossacks mainly settled in the Etisuvsky region of Turkestan.

Siberian military Cossacks are the population who moved to Etisuv and founded the first Russian settlements. The Cossacks, who systematically migrated from the Urals and Western Siberia, were stationed at the borders of Etisuv and Issyk-Kul with China. From 1847 to 1867 there were 14 Cossack villages (Cossack village - Sh.R.) with a population of 15 thousand people. Since 1872, their number has increased sharply: in 1882, 60 Russian settlements were founded in the Etisuv region, of which 31 were Russian peasant settlements, and the number of Cossack villages reached 29 with a population of 25 thousand people. In addition, peasant settlers, who temporarily calmed down arbitrarily, began to move with renewed vigor towards the beginning of the twentieth century, when at the beginning of the century, according to official data, more than 16,000 such peasants were waiting for settlement. Etisuv region. Of course, this is natural, because in 1867 the governor-general of Turkestan and its first governor-general K.P. Kaufman banned the resettlement of the Cossacks to regulate the resettlement process in the central regions of Turkestan, stressing that only Russians should resettle here. After that, the Cossacks were abandoned in the seventies, the Caspian and Aral seas.

At the beginning of the 19th century, it was noted in the Russian Empire that there were basically 4 leading social strata. These were nobles, clergy, soldiers and peasants, and their composition gradually changed. This was especially observed in the strata of the nobility and clergy. As a result of the aggravation of the political situation in the Russian Empire, repression and land reforms, the composition of the nobility and clergy decreased. This, in turn, led to a sharp increase in the number of soldiers and peasants. The military and peasants played the role of the main subjective component of the resettlement policy pursued by the Russian Empire in

Turkestan. The first governor-general of Turkestan K.P. Kaufman's main goal was also to get the military in the country and Russian peasants to migrate as their main support force. Thus, the goal was set to Russify and assimilate Russian culture through the gradual resettlement of Russians to the densely populated central regions of Turkestan (Syrdarya, Samarkand and Fergana regions). Therefore, on the basis of the aforementioned procedures, the resettlement of Russian soldiers and peasants was given special benefits and attention.

The earliest migration processes of Russian peasants date back to 1874, when K.P. Kaufman, at the initiative of Kaufman, this was mainly implemented in the Syrdarya region. Initially, 8 Russian peasants were settled here. We can also call this the period of the first resettlement of the Russian peasantry in Turkestan or the appearance of Russian peasants in the country. The second period is the famine period of 1891 and 1892, associated with coastal shocks in Russia. At that time, the process of resettlement of Russian peasants in the country could not be controlled by the tsarist government. Over the years, 20 Russian peasants have appeared in the country. If we look at the social composition of the peasants who migrated in these two periods, those who arrived in 1874 were considered middle-class peasants, those who arrived in 1891 were poor peasants who had nothing to do with slavery, but did not could distribute any form. Russian culture to the local population. A significant proportion of these farmers are called arbitrary immigrants, not based on government regulations. Another large influx of Russian peasants resettled in Turkestan occurred in 1906-1910. The reason for this flow was the Stolypin agrarian reform carried out in the Russian Empire. The main goal of Stolypin's agrarian reform was to overcome the revolutionary situation that arose in the central provinces of Russia. The decision was to place most of the population beyond the Urals, that is, in the Asian regions of the empire, including the uncultivated steppe lands of Turkestan. This, in turn, was supposed to further increase the number of arbitrary migrants, regardless of the situation of the local population, and to legalize their movement.

In order to regulate the process of arbitrary resettlement, the imperial government on July 13, 1889 "On the voluntary resettlement of villagers and peasants to state land and registration of property intended for the previously resettled population" established the right of arbitrary resettlement. There is a ban on further arbitrary resettlement. Arbitrary withdrawals are subject to administrative procedures. The government continued to fight the arbitrary migration process in this order. The law provides a range of benefits to people moving to Turkestan or other regions, including the legal sale of their property, tax exemptions, and compulsory military service for up to three years at the place of immigration. This law not only regulated the resettlement process, but also led to an increase in the number of illegal and arbitrary resettlements in the future. Because state barriers could not withstand the sharp increase in migration processes. Between 1889 and 1891, 17,289 families were allowed to relocate, and 28,911 families were relocated. Thus, 40.2% of the population would become voluntary immigrants. In other words, the population was a group of peasants who did not have a "transition certificate" issued by the administration of the area where they were going. At the beginning of the twentieth century, it was expected that 16,000 people would sit in the Ettisuv region, and 12,000 people in three regions of Turkestan (Syr Darya, Samarkand and Fergana) were waiting for the settlement of their land. The number of arbitrary immigrants from the Makura category is increasing every year. In 1906, more than 77 thousand landless and forced migrants of various categories who migrated from the empire were registered in the Turkestan

region (except for Ettisuv). The redeployment of the empire was mainly aimed at settling large numbers of people in the Asian regions beyond the Urals, which was a newer region. A large number of people sent to the Siberian regions, steppes and the Far East began to move to the Turkestan region, not adapting to the local climatic conditions, and their number exceeded 100 thousand. Russian peasants who moved to Turkestan, be it a migration certificate or an arbitrary permit, but the situation in the country was not what they imagined. Because here first; the main land was appropriated by local residents, and secondly, there was also a sufficient land problem for them; The settlers were required to have the skills of artificial irrigation for the development and cultivation of lands in Turkestan (since the settlers did not know about artificial irrigation, therefore the most important problem faced by the settlers in Turkestan was the issue of artificial irrigation), third; the resettlement procedures developed by the colonial government did not correspond to the current situation, and the local administration acted as it saw fit, depending on the situation in the country. For these and other reasons, the Russian peasants, who did not receive land, found themselves in a desperate situation, and in the end the population was forced to return to the province from where they came. However, the Turkestan military administration, seeing the plight of migrants, for example, in the cities and villages of the Andijan and Osh districts of the Fergana region, witnessed the spread of typhoid fever among them, and the imperial administration stopped the flow of migrants to Turkestan. Inquiries have also been sent.

During the period from January 1 to December 1, 1909, 6 508 people unauthorizedly moved to Turkestan along the Tashkent railway. But their location here was a complex issue. Lack of free land and improper organization of resettlement activities have made migrants even more vulnerable. Of those who immigrated in 1909 alone, 1249 were forced to return. Not only volunteer settlers, but also immigrants who had "certificates of slavery" for their slaves, faced great difficulties in settling down. For example; Of the 1,086 Russian peasants who arrived at the Aris station in 1913, 704 returned back, not believing that they could settle.

A large number of immigrants began to retreat from the impossibility of resettlement. Between 1905 and 1911, between 10 and 36% of annual visitors returned from the Asian region of the empire. In particular, 665 thousand came in 1908, 6% returned, in 1909 - 13% of 619 thousand, in 1910 - 316 thousand, 36%, and in 1911 - 60% of 183 thousand. In Turkestan, this figure continued to be even higher, including 21% of immigrants in 1909 and between 81% and 99% of those who immigrated between 1911 and 1913. The conclusion from this and a number of other situations is that the policy of the Russian Empire in relation to resettlement programs did not fully achieve its goal. In particular, the rural population suffered heavy losses and losses as a result of this policy. The misuse of public funds also put the Russian Empire on the brink of collapse.

According to the Charter of 1886, a procedure for allocating land or land for the lower classes of the empire was developed in the Turkestan region. According to this, the relocation of pensioners and reservists was not only need, but also necessary. They were tasked with living freely in the country and strengthening the imperial order. In particular, adaptation to the environment here through the study of the region and the local population was to play an important role in realizing political goals in the formation of a class of peasants who were to migrate to the countryside in the future. Consequently, this group of representatives had to support housing financing in order to cover the costs of relocation or return. In addition, the lower echelons of the armed forces had to be prepared to trigger emergencies in any situation. They did not have the skills for farming

and cultivating the land, so they could not achieve the desired result from an economic point of view. Therefore, to provide them with social support, loans were allocated in the amount of 100 rubles. This also allocated over 10 acres of land tax-exempt for 10 years and paid half of that amount over the next 10 years, as well as the right to own land and real estate in urban areas. Therefore, most of them rented their lands in the countryside, while they themselves lived in cities. It was also provided from special sources under the supervision of the Governor-General at an additional cost. It should be noted that all of the above privileges and rights are legally defined in Articles 280-284, i.e. 5 of the Regulations on the Governance of the Province of 1886, the issue of their residence and immigration to the Turkestan region.

As a result of the privileges and powers granted to representatives of this stratum, the lands under their control became the leading farms, and in the future they became, to a certain extent, representatives of management and control. As a result, a new class of ears (exuberant) was formed in the Turkestan region.

The "New Turkestans" were different people of different social origins. Representatives of a number of categories here were selfless and impartial intellectuals who wanted to reach out to local people, workers, farmers and service providers who wanted to develop the country. They also survived the current hardships in the country and the lack of government funding.

However, there were many who came to Turkestan reluctantly, because they were not promised high profits, high positions and prestigious affairs, as well as those who came from influential provinces of the empire in search of great wealth and could not achieve their goals. The attitude of such people to Turkestan was superficial and aimed only at enrichment. They were more behind someone, that is, from the estate of officials, in the sphere of production, in other words, from the category of those who cleaned out the state treasury or money that someone planted. This category of people came and went. Turkestan was inhabited only by those who sincerely knew this country as their homeland.

In general, the implementation of the resettlement policy in Turkestan pursued two main goals.

First; to solve the problem with the idea of transferring land at the disposal of the local population to the less indigenous population of Russia.

Second; The goal was to increase the Russian diaspora in Turkestan and use it to meet the economic needs of the region.

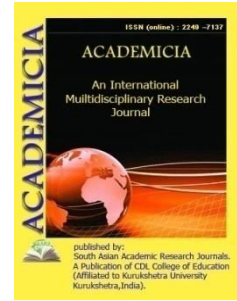
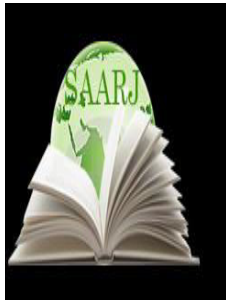
Of course, at all stages of migration, due to the aggravation of the political, social and economic situation in the central provinces of the Russian Empire, Russian peasants will strive to acquire and own decent land in Turkestan. According to the survey, the majority of the settlers were Cossacks from Voronezh, Smolensk, Saratov, Orlov, Kursk, Samara, Penza, Kiev, Poltava, Chernigov, Kharkov, Vinnitsa, Don and Orenburg, as well as military Cossacks from the Urals and other countries. Siberia. In addition to Russians, Ukrainians, Germans, Tatars, Mordovians and Mari, immigrants include residents of the Volga region and the Urals.

The Turkestan region, which is the object of our research, was the first colonial stage of the second half of the 19th - early 20th centuries under the rule of the imperial government. In the period before 1917, the proportion of representatives of the above peoples increased. Of course, it is no secret that the reason for this is associated with the aggressive actions of the Russian Empire. Representatives of other ethnic groups who migrated from the territories of Russia

served as a basic migration with the implementation, consolidation, support and other useful aspects of imperial aggression.

REFERENCES

1. Kotyukova T.V. Ukraine in a special position ... *Turkestan on the eve of the drama*, Rosspen Moscow - 2016, 53 ... 59 betlar.
2. Gafforov Sh.S. History and destiny: moved from the Russian Empire to Turkestan. Tashkent "Science" 2006. Page 108.
3. Kaufman A.A. Resettlement and colonization. - T.I., St. Petersburg., 1905. S. 260-261.
4. Berezhneva S. B. Reflection of the ideas of culture in the resettlement policy of the Russian Empire in Turkestan at the turn of the XIX - XX centuries. // Bulletin of RUDN. Series HISTORY OF RUSSIA. 2018.V.17. No. 3. Page 614.
5. Ginzburg A. Ya. Russian population in Turkestan. Moscow, 1991, pp. 21-28-40-44.
6. Mironov B.N. Russian Empire: Traditions to Modernity, Volume-1, St. Petersburg 2014, 443-bet
7. Shmachkov P.A. Peasant resettlement in Turkestan (1867-1917). Abstract dissertation. For a job. three. st. Ph.D., M., 1962, p. 6-8.
8. National Archives of Uzbekistan. Fund. I-7, List 1, Volume 5036, Sheet 238.
9. Chibrov I.V. Russian colonization of Central Asia in the second half of the XIX - early XX century // Izv. Sarat. un-that. November ser. Ser. History. International relationships. 2014.Vol. 14, no. 4. p.16.
10. National Archives of Uzbekistan. Fund. I-717, list 1, volume 17, Sheets 616-620.
11. National Archives of Uzbekistan. Fund I-7, op. 1, volume 5049, Sheets 15-26.
12. Pugovkina OG Russian history of Turkestan: historical views of contemporaries. Tashkent, Akademnashr, 2018.98 p.
13. Sharova P.N. Migration policy of Tsarism in Central Asia // Historical Notes. M., 1940. No.8, p.20.
14. Brusina O.I. Ennic and social processes Slavic in Central Asia (late 19th - late 20th centuries). Moscow 2001, p.27.



DOI: 10.5958/2249-7137.2021.01767.5

ROLE OF UNIVERSITIES IN INDIA IN INFLUENCING ACADEMIC CULTURE OF A COUNTRY

Ms Anupama Sharma*

Ph.D. Research Scholar,
Department of Public Administration, Arts Block III,
Panjab University, Chandigarh, INDIA
Email id: anusitar@outlook.com, anupama.researchwing@gmail.com

ABSTRACT

Culture is a broad term that is not only used to define how human being live and interact with each other but it also includes shared attitudes and values. If we see academic culture in specific then it can be said that it involves ways of behaving and consists of those attitudes and values which are shared by people working or studying within the educational institutions. Academic culture of educational institutions largely involves academic viewpoints, morals, integrities and environments. Higher education plays an important role in shaping the academic culture of the country so the role of universities becomes very important in this regard. This paper aims to study the role of universities in India in shaping the academic culture of a country. It is based on secondary sources like government websites, United Nations Educational Scientific and Cultural Organisation (UNESCO) reports, journals (national and international), books, articles etc.

KEYWORDS: Academic Culture, Universities, Culture, Higher Education, India

INTRODUCTION

Culture is indeed an intermediate through which individuals express their skills. It is a source of uniqueness, innovation and creativeness. Culture is a broad term that is not only used to define how human being live and interact with each other but it also includes shared attitudes and values (UNESCO, 2010). Knowledge is also one of the important part of the culture. If we see academic culture in specific then it can be said that it is acquired through the process of cultivation and improvement of the individual especially by means of education. It involves ways of behaving and consists of those attitudes and values which are shared by people working or studying within the educational institutions. Academic culture of educational institutions largely involves academic viewpoints, morals, integrities and environments. It has gained its meaning

from the interaction between the educational and academic groups at the university level (Sarmadi, Nouri, Zandi, & Lavasani, 2017) as the higher education plays an important role in shaping the academic culture of the country. Academic Culture is responsible for augmenting campus culture (Shen & Tian, 2012). To successfully lead academic community such as students, teachers, professors and researchers, it is necessary to understand the factors that are likely to have impact on academic culture. Some of the factors are academic factors like classroom arrangement and activities, types of assessment tools, mix-gender classes, lecturer's role in classroom and student's role etc. or social factors like unfamiliar customs, discrimination, food, climate and mixing with others from different cultures etc. (Alsahafi & Shin, 2017). These factors are to be carefully looked into in by the universities so as to shape the academic culture of the country. Various countries universities have their own academic culture. Malaysia's academic culture is totally different from the academic culture of Australia. Malaysia's academic culture is more teacher centric whereas Australia's academic culture is more student centric (Wan, et al., 2015). If we take the example of India which is a diverse nation then the first and foremost thing which comes into the mind is that having an inclusive academic culture (Prabhu, 2012). Good academic culture will allow the opportunity to the academic community to move forward and contribute in good research work which will ultimately be beneficial for the country.

This paper aims to study the role of universities in India in shaping the academic culture of a country. It is based on secondary sources like government websites, United Nations Educational Scientific and Cultural Organisation (UNESCO) reports, United Nations General Assembly (UNGA) resolutions, journals (national and international), books, articles, reports etc.

MAIN BODY

Factors Responsible For Shaping The Academic Culture Of The Country

There are various factors that are responsible in shaping the academic culture of the country. Some of them are:

- **Availability of resources and facilities:** This is the most important factor in shaping the academic culture of any country. Any university should have the adequate resources such as libraries, labs, professors or administrative staff and facilities such as infrastructural facilities to run the university successfully. Better resources and facilities will help students in increasing their interest in the academics.
- **Lecturer role in classroom:** Lecturer role in the classroom is to teach the students. His/her main purpose should be to teach the students so that the students are able to understand the subject in an easy manner.
- **Classroom Arrangements and Activities:** Classrooms within the universities should be arrange in such a manner that it should make comfortable environment of study. Various activities should be carried out within the classroom so that it indulge students belonging different cultures and background.
- **Relationship with Lecturers:** The lecturers must not only teach students but also they should become friends of the students some times. So that the students are able to share their problems with the lecturers easily. They must encourage the students to break the ice of silence and speak for the problems.

- **Language Factors:** Language is considered as one of the most important element of communication. It is one of the main component which can directly affect the academic culture of the country as use of different languages within the university can help in creating an inclusive academic environment. It will also help the students in better understanding of their academic subjects comfortably.
- **Adjustment Barriers:** Various students have to face adjustment barriers especially in the higher education as they have to move out from their native place to enrol themselves in universities. Universities should make environment conducive for all the students so that they can adjust themselves easily (Eze & Inegbedion, 2015).
- **Student's role:** Students responsibility increases as soon as he/she enters into the higher education system. Now he/she have to seriously take notes, write assignments, reports, test and understand lectures well. As the students after completing his higher education will enter into the world of job or has to enter into professional life so students must indulge themselves fully in the studies
- **Mix-Gender classes:** There are boys' colleges or girls colleges or co-educational colleges where boys and girls study together. The classes where boys and girls study together are known as mix-gender classes. In a mix-gender class there is an opportunity for the students to learn how they have to interact with the opposite gender. It helps in increasing the confidence of the students and also improves the communication skills of the students.
- **Proper utilization of available resources:** It is the responsibility of the universities to provide adequate resources and facilities to the students which are necessary for their studies. But proper utilization of available resources and facilities depends upon students. If the students are properly using the resources than they will be able to contribute to the growth of the organization as well as the country.
- **Participating in different activities:** Universities should provide various opportunities to the students to participate in different activities such as cultural activities, sports activities, NCC, NSS and various other talent hunt competitions so that students can find out their hidden potential.
- **Adjusting with different culture students:** Whenever a student joins any university he or she come across with students belonging to different cultures. Positive academic culture encourages the students to mix up with different culture students and this activity increases the confidence of the student in interacting with other students easily. This ultimately in-built the character of accepting change easily within the students that helps the student in their professional life in future (Alsahafi & Shin, 2017).
- **Openness:** Openness is another important factor that affects the academic culture of the country. Universities academic culture must be open to accept change and new ideas as they are the place from where the transformation starts (Jean, 2016).
- **Time Management:** Students of the universities must be taught the value of the time. They should be involved in time management activities where they can learn the importance of time. As time is money and it will help in building the professional qualities within the students.

- **Speaking in tutorials and seminars:** Universities are a place where it provides different and all kind of exposure to the students. It creates an environment where the students can increase their confidence. Speaking in tutorials and seminars helps in building the overall personality of the students.

All these factors directly affect the academic culture of the universities. If universities are able to handle these factors carefully then the students can become the assets for the country. Focusing on these factors will contribute in building a good academic culture of the country.

ROLE OF UNIVERITIES IN INDIA IN SHAPING ACADEMIC CULTURE

The primary function of the university is that they act as an incubators of knowledge. They are the important institution that play an eminent role in the construction of the society culture. Universities are therefore regarded as one of the pillars of development, change that drive society (Dziminska, Fijalkowska, & Sulkowski, 2020). The role of the universities can be considered from both social as well as legal point of view. They are the one that are responsible for bringing up the social change and development. It is the responsibility of the higher education to develop a good human resource who will ultimately contribute to the society. People having knowledge and moral values become assets for the nation and will be responsible for influencing the future of the country (Gonda, 2014). The most important role of the universities is that they have been allocated with the activity of generating highly skilled manpower and research output that ultimately meet the apparent targets. They are responsible for developing up new cultural values and contribute into training and socialization of people in new social era. They are the key contributors in the process of social change and development. Following are some points that clearly shows that why universities play an important role in shaping the academic culture of the country.

- **Universities are a global institutions:** Universities are a place where we create passionate, creative and great minds. These are global institutions as they represent the academic environment of the country. Creating a positive academic culture becomes a necessity for these institutions. Good academic culture will help the students to solely focus on their studies and they will lead to the country with their talents. They will develop problem-solving skill that can be applied in advancing societal and economic well-being.
- **Universities are an institution of innovation and change:** These are a place where change can take place. If we want to bring certain changes within the society then it should start from here. Universities can create an academic culture where it can combine the traditional and contemporary knowledge resulting in various innovations that will work for the welfare of the society.
- **Focussing on individual:** Universities allows each student to develop his/her skills. It provides wide range of exposure to its students. Student-Centric universities are capable of creating academic culture that provides an exclusive environment for the students to become 'master thinkers'. These students while studying in a positive academic culture are able to grasp wide array of skills and will become the most adaptable workforce that the world has ever known.
- **Universities are an institution of valuable idea generators:** Universities are not a factory of producing workforce. In fact it is a place where students or future workforce contribute

their valuable ideas for the growth of the country. For example these ideas can be given by the engineering students to manufacture certain machines that will contribute to clean environment or the ideas can be given by the social science student where he/she can suggest various things that can help in the upliftment of poor section of the society. But all this can happen when the students are provided with good academic culture where they are free to share their ideas without any restrictions (Crow, 2014).

The above points make it clear that the universities play an important role in shaping the academic culture of the country. But if we talk about India so we can say that India is also not way behind the other world class institutions as the Indian Universities are also providing a good academic culture to not only the students belonging to the country itself but also to the international students who come here to complete their higher studies.

Going back to the history of India we can see that there were various world famous universities that was situated within India. The world's first university was established at Takshila in 700 B.C. From all over the world more than 10,000 students were studying in this university. Due to its good academic culture and the knowledge of the teachers, the influence of Indian Universities went abroad. Nalanda, Vikramshila Universities were another great universities of India which contributed in the field of education (Singhania, 2018). At present also if we see Indian Universities then we can say that these have been successful in providing good academic culture to the students of the country as well as abroad. India, according to the World Bank has the third largest higher education system in the world. The Indian Universities are trying to integrate multidisciplinary subjects which will allow the students to take up job in different fields.

With coming up of the New Education Policy (NEP) the Indian Universities has to focus at shaping the academic culture of the country. Universities should not only focus on providing different courses to the students but also to provide them opportunities to increase their leadership, communication or coordination skills that will ultimately help them to reach at the top of their jobs. In the case of a diverse country such as India, there are lot of opportunities where we can encourage the students to know about or to gather information with regard to different cultures of the nation. They can be motivated to develop a research culture that will help in the development of the country (Felix, 2020). Vice President M. Venkaiah Naidu has also said that there is need to stress upon the development of the culture of innovation within India and to bring it in reality he called upon various Indian Universities to focus on creating good academic culture where the students can focus on enhancing their research skills. "As we know that students are the inheritors of India's long tradition of excellence in literature, in art, in architecture and others and they have to take it forward". Students must learn and welcome new ideas from across the world but they should focus on developing their new ideas by looking at the local conditions and should not be carried away in the copied idea (Naidu, 2020). From the point of view of India, creating a positive academic culture will focus on building good relationship between lecturers and students, constructing an environment that indulge all the students belonging to different cultures, providing necessary resources and facilities and removing language and adjustment barriers etc.

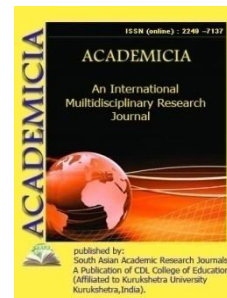
CONCLUSION

Country as diverse as India needs to create positive academic culture within her universities. Positive academic culture can be created when it provides equal academic opportunities to each

and every student. There are various factors that influence the academic culture of the country consequently a careful evaluation is needed so that the universities accordingly can make their policies to promote good academic culture. Careful incorporation all the factors that have direct impact on the academic culture of the university will enhance the working of the universities. Students have immense potential to contribute to the country if they are provided with the good academic culture environment. They are the inheritors of country's tradition and academic excellence. Since universities are a global institution so it focusses on generating valuable ideas and are responsible for creating human resource. Hence they play an important role in shaping the academic culture of the country.

REFERENCES

- Alsahafi, N., & Shin, S.-C. (2017). Factors Affecting the Academic and Cultural Adjustment of Saudi International Students in Australian Universities. *Journal of International Students*, 7, 53-72.
- Crow, M. (2014, February). What is the role of universities in global development? Retrieved from <https://blogs.worldbank.org/education/what-role-universities-global-development>
- Dziminska, M., Fijalkowska, J., & Sulkowski, L. (2020, June). A Conceptual Model Proposal: Universities as Culture Change Agents for Sustainable Development. *MDPI*.
- Eze, S. C., & Inegbedion, H. (2015). Key Factors Influencing Academic Performance of International Students' In Uk Universities: A Preliminary Investigation. *British Journal of Education*, 3, 55-68.
- Felix, M. (2020). *Developing a culture that supports research excellence*. University World News.
- Gonda, D. M. (2014). Role Of Educational Institutions In Shaping The Future of Business And Society. *Procedia Economics and Finance*, 635-641.
- Jean, G. (2016). University campus culture connotation, characteristics and functions. *International Journal of Academic Research and Development*, 1(10), 36-40.
- Naidu, M. V. (2020). *Indian Universities to focus on enriching Research and Development culture*. Chennai: Hindustan Times.
- Prabhu, N. (2012). *An inclusive academic culture*. New Delhi: The Hindu.
- Sarmadi, M. R., Nouri, Z., Zandi, B., & Lavasani, M. G. (2017). Academic Culture and its Role In Knowledge Management In Higher Education System. *International Journal of Environmental and Science Education*, 12(5), 1427-1434.
- Shen, X., & Tian, X. (2012). Academic Culture and Campus Culture of Universities. *Higher Education Studies*, 2.
- Singhania, N. (2018). *Indian Art and Culture* (Second ed.). Chennai, India: McGraw Hill Education (India) Private Limited.
- UNESCO. (2010). *The Power of Culture for Development*. UNESCO Digital Library. Retrieved from <https://unesdoc.unesco.org>: <https://unesdoc.unesco.org/ark:/48223/pf0000189382>
- Wan, C. D., Chapman, D. W., Md Zain, A. N., Hutcheson, S., Lee, M., & Austin, A. E. (2015, December). Academic Culture in Malaysia: Sources of Satisfaction and Frustration. *Asia Pacific Education Review*, 517-526.



DOI: **10.5958/2249-7137.2021.01768.7**

WASTE PROBLEM IN UZBEKISTAN AND ITS CONSEQUENCES, EFFECTS ON HUMAN HEALTH

Karimov Davlatyor Komiljon ogli*; **Ruzimov Shamsiddin Bahodir ogli****;
Pulatova Farangiz Dilshod qizi***

*Urgench State University, Master's Department,
Geography (by fields of study),
UZBEKISTAN

**Student of primary processing technology direction,
Storage of agricultural products and Urgench State University,
UZBEKISTAN

*** Student of primary processing technology direction
Storage of agricultural products and Urgench State University,
UZBEKISTAN

ABSTRACT

The Central Asian region is sensitive and sensitive to environmental changes. But our biggest problem is that people are indifferent to these issues and there is very little coverage of these issues. Today we are talking about one of the most pressing problems in Uzbekistan, in many cases, the waste that our people cannot handle properly.

KEYWORDS: *Plastic, Trash, Recycling, Landfill, Organic Waste, Water Waste Piles, Waste Sorting.*

INTRODUCTION

Remember the first plastic container you threw in your life? Of course not. It is said that a person should know his 7 generations. But you know, even when your 14th generation lived in this world, that first plastic container you threw away won't rot yet. This is a single plastic container. Mankind pollutes the planet with more than 300 million tons of plastic waste every year. With these numbers, you will not surprise many in Uzbekistan. Our people are not interested in this. They are more interested in the life of a singer, their personal relationships ...

Many may now call me the next panicked, eco-active. But before we say that, look at how we have ruined this world, the animals and other blessings that have been entrusted to us. This is no panic. Unfortunately, this is a tragic fact caused by humankind: a record number of forest fires, plastic and other wastes are being polluted from year to year, water, soil, air, endangered flora and fauna are being released into the atmosphere due to the human factor. continuously emitting greenhouse gases and, of course, global climate change.

Many people still think that these problems do not belong to Uzbekistan, they are happening in distant lands. However, the problems have already begun in Uzbekistan. We feel it, but we just don't want to pay attention. Do you remember what winter was like in our country 10-20 years ago? Snow from the knees, slippery streets, children playing in the snow... Mankind is changing the climate and the consequences will be tragic. Melting mountain ice, drought, sharp decline in productivity, rising prices...

Before the industrial revolution of the eighteenth century, 90 percent of the world's population was engaged in agriculture. The subsequent industrial explosion, the increasing automation of the processes of successive opening of factories and mills, led to enormous economic growth. But it is these changes that have started processes that cause irreparable damage to the environment. Since the beginning of the Industrial Revolution, the types of waste on Earth have been increasing day by day.

Below are the decay times of some types of waste:

Food waste - 4–6 weeks. Cardboard and various types of paper - from 1 month to 2 years. Cigarette butts - 10 to 20 years. Plastic bag - from 10 to 20 years. Plastic glass - 50 years. Battery - 100 years. Aluminum cans - from 80 to 200 years. Plastic bottle - 459 years. Disposable sole - 550 years. Glass - 1 million years or does not rot at all. Terrible numbers, right ?! Most of the waste we throw away every day without thinking makes us think that it will poison the Earth for a long time to come. My attitude towards waste also started to change after I knew these numbers.

Organic waste - Although pits rot relatively quickly, they cause a number of global problems. About 30 percent of the world's available agricultural land, or 1.4 billion hectares, is spent on processing food products that will eventually be dumped. It takes 173 billion cubic meters of water to grow this amount, or 28 million tons of water, which is 24% of the total water used for agriculture. In addition, 8 percent of the world's greenhouses are generated from food waste.

Currently, the final destination of most of the waste coming out of our homes are non-compliant landfills, where the sludge begins to release methane gas on its own. We know that methane is a greenhouse gas that is several times stronger than carbon dioxide. According to statistics, the loss in food production in low-income countries falls on the production process, and in developed countries on the consumption process. For example, the U.S. population throws half of its food in the trash. It's just awful.

Feeding food waste to pets has long been an effective method of disposal. Because one-third of the food eaten by an animal is used to produce meat and milk. In the past, many people in the city also raised cattle and sheep. If the bucket in the house was full, I would choose which neighbor's property to take out. Now the chickens are not fed either. We know that it is

impossible to give all the puddles that go out to landfills to pets. We can minimize the amount of pudding. What can we do?

We must first learn to eat our food to the end. It is not for nothing that it is half a spoonful of evil. Cooking should be done in such a way that it is not wasted when cooking. Being a little hungry is better than wasting food. Homemade ingredients should be used first when they expire. When she goes to the supermarket to buy fruits and vegetables, everyone picks the beautiful ones. Those that are not slightly wrinkled will remain. Fruits and vegetables with a shelf life of 2 days are often discarded in supermarkets as a precaution. Now imagine how many pots come out of all the supermarkets. Not many people know this. But you know now. When taking ingredients for a 1-2 day meal, also take from those that are not slightly wrinkled.

Plastic is a great product because it rots very slowly. Plastic is a terrible product because it rots very slowly. Although the first step in creating plastic was taken in 1855, on an industrial scale it has been in production since the 1950s. The variety of things that can be made of plastic, the very durability and elasticity of this material amazed the people of that time, and since then it has only and only become more popular.

For comparison, the total amount of plastic waste produced from 1990 to 2000 is greater than the amount of plastic waste produced in the previous 40 years. Today, the total weight of plastic waste generated each year is almost equal to the weight of the entire human population. So far, only 9 percent of all plastics produced have been recycled. 12 percent were burned. The remaining 79 percent is in landfills, landfills and in nature. The terrible side of plastic waste is that it's too much. It is everywhere and in every field. Most are unusable.

Starbucks, which has the largest number of cafes in the world, has completely abandoned plastic pipes by 2020. Such initiatives of companies operating in the field of catering will greatly help in the fight against plastic waste. For such initiatives to emerge, society must understand and consciously demand it. We are poisoning future generations. It is without exaggeration.

Plastic dumped in landfills at the end of its life is harmful to nature, but the damage caused by waste collected in water bodies is 100 times greater. This is an environmental tragedy. More than 1 million sea creatures and birds die every year due to plastic. These are just established statistics. Simply sticking to a plastic object or nylon net can have a tragic end for a marine creature. Because of their body structure, their movements are very limited. Waste piles in the water are a real trap for most marine representatives.

The plastic that falls into the water breaks down under the influence of the Sun's ultraviolet rays, waves, and salts over time, forming a microplastic, which is something more terrifying than plastic. Because microplastic is a good adsorbent: in water it absorbs toxic toxins from agriculture and industry. Marine animals, small fish, think of microplastics as plankton and start consuming them. As a result, toxins pass from the microplastic to the fish body. He eats the fish and other larger fish. And one day he will be caught by a man. You see, we have a poisoned fish on our plate. Nothing in this world will disappear without a trace. This is the law of conservation of matter. We see that human waste eventually returns to itself as poison.

Today there is so much waste in the oceans that they have slept and formed entire islands. 2 of them are in the Pacific, 2 in the Atlantic and 1 in the Indian Ocean. In August of this year, a waste island in the Pacific Ocean was equated to French territory. According to the latest data,

there are 5.25 trillion microplastic fragments in the world's oceans. If current trends continue, by 2050 there will be more plastic in our oceans than fish.

We call those who come to collect garbage garbage. They are not garbage collectors, they are cleaners. In fact, we are trash. In Uzbekistan, 10% of waste is recycled. 90 percent is brought to landfills. It is important to understand that landfills are not the solution to the problem. They are terrible chemical weapons. There are no landfills in Uzbekistan. All they have is rubbish. This is because the actual landfill will have special insulation layers to prevent groundwater contamination.

For example, biogas comes out of here, there must be filters that damage them. Our landfills do not meet these requirements. How long will it take to open a landfill? When we have filled the whole earth with rubbish? What we call waste is actually recyclable material. In developed countries, waste sorting and recycling has already started and it is a very good business.

In our country, there are two reasons why waste is not sorted. The first is that the state has not created any conditions and infrastructure for this. The second reason is that our people do not care where the waste goes, what is happening. In our yard, in our pockets, in our hands. We gave up, so we got rid of it ... As long as the people themselves do not raise these issues, nothing can be expected from the state.

However, there have been previous attempts to sort waste in Uzbekistan. Recall that in 2012, the city residents wanted to transfer to a mandatory waste sorting system within 15 days. The white bag was given paper, the blue bag was plastic, and the yellow bag was given 15 days.

In developed countries, it took 20 to 30 years to fully transition to a waste sorting system. It was first started in 1975 by Germany. Then England, France started qualifying. It all started in the form of an experiment. Gradually, infrastructure was created and people began to prepare themselves. They understood why this was necessary. If we have, 2 weeks. Of course, people took it negatively, and there were suspicions that they wanted to make money after that.

There are no trash cans in the cities of Uzbekistan! We call waste sorting. When there is a shortage of trash in the city, what can be said about waste sorting? In 2018, the Cabinet of Ministers approved a procedure for the condition of the litter box every 40-50 meters of streets, corridors, central squares, bridges, tunnels, alleys and areas included in the city infrastructure in general. But as we can see, the lack of trash cans in our city is still a problem.

According to the document, the General Department of Landscaping is responsible for the installation of trash cans on the city streets. According to officials in the department, the government should allocate funds to purchase the trash can. From the response I received from the authorities, it was clear that there was no money to buy a trash can. We don't have the money to put trash in the city.

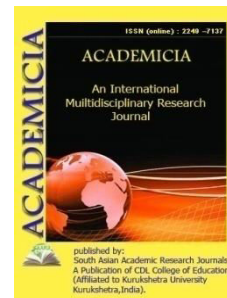
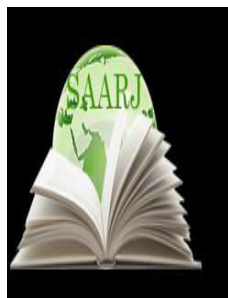
But the main problem is people's attitude to waste. Whether we have a trash can or not, we turn any place we want into a trash can. We will enjoy the blessings of Allah. We say we are Muslims, but unfortunately we do not follow one of the most basic requirements of Islam - cleanliness and purity.

We do not appreciate the blessings that have been entrusted to us and that we should use them with care. We insult them. We do not preserve our unique nature in such a small number of resorts. We shamelessly make our destination a landfill.

But I still believe in our people. Let us bring up our children well, let us reform ourselves. Hopefully, the lack of a trash can doesn't cause you to throw waste into nature.

REFERENCES:

1. Sh. Mirziyoyev. We will build our great future together with our brave and noble people. Tashkent. - Uzbekistan 2017.
2. Sh. Mirziyoyev. We will resolutely continue our path of national development and raise it to a new level. Tashkent. - Uzbekistan 2017.
3. X.T. Tursunov, T.U. Raximova. Ecology (textbook). Tashkent. 2006
4. D. Yormatova. Ecology (textbook). Tashkent. 2009
5. E.V. Yurkin. Basics of Urboecology and Monitoring. Specially protected natural areas of cities. Syktyvkar, 2018.
6. S.T. Kosimova, O.A. Bader, Sh. Shodjalilov. Environmental protection. Urban climatology. Tashkent, 2006.
7. B.S. Istomin, N.A. Garyaev, T.A. Barabanova. Ecology in construction. Moscow, 2010.



DOI: **10.5958/2249-7137.2021.01769.9**

THE IMPORTANCE OF PHONETICS IN LEARNING FOREIGN LANGUAGE

Bozorova Muhabbat Abdurahmonovna*

*Senior Teacher,
Department "Uzbek Language and literature",
Tashkent Institute of irrigation and agricultural Mechanization Engineers,
Bukhara Branch, UZBEKISTAN

ABSTRACT

The article is about phonetics of German language. It is well known that people do not exchange ideas using certain units of language (phonemes, some words, grammatical devices), on the contrary, language exists only as a whole system. Linguistic units: phonemes, morphemes, words perform their functions only within the whole language system. This means that language is a complex, interconnected and interdependent set of material units with a unique structure.

KEYWORDS: Germany, New Words, Word-Building, Abbreviation, Phonemes, Morphemes, Words, Phonetic-Phonological, Dictionary, Grammatical Tier

INTRODUCTION

From the first days of independence, along with the priority issues that play an important role in the development of our country, great attention has been paid to the education of youth, in particular, the upbringing of a comprehensively healthy and harmoniously developed generation. Significant work has been done on such issues so far. Today, our eyes are happy with their results. Especially noteworthy is the work being done to train a multifaceted, mature cadre that will be the basis of today's and tomorrow's development of our country, the practical realization of all the aspirations and goals of our people in our lives.

From the first years of independence, attention has been paid to the development of the intellectual potential of young people at the level of state importance. As a proof of this, we can cite the words of the first President of the Republic of Uzbekistan: In this sense, the introduction of a system of continuing education in our independent Republic, the achievements in this area in a short period of time have been highly appreciated by the world community.

At the heart of the ongoing political, socio-economic reforms in our country, given the rights and freedoms, duties, worldview and aspirations of young people, attention is paid to them. In each year of independence, special attention is paid to young people. In particular, the announcement of 2008 as the "Year of Youth" and 2010 as the "Year of harmoniously developed generation" is a legal manifestation of the policy pursued by our government in this area. All this determines the objective place of youth policy in the system of national interests and priorities. Since the independence of Uzbekistan in 1991, great attention has been paid to the legal framework of youth policy.

The adoption of the Law "On the Foundations of State Youth Policy in the Republic of Uzbekistan" on November 20, 1991 was a vivid example of the attention paid to youth. As the first President IA Karimov said: "Today we are gradually correcting the heavy legacy of the past, the mistakes made at that time. The practical manifestation of our work can be seen in the conditions created for young people." The role of youth in the ongoing reforms in our country is invaluable. In particular, the population of Uzbekistan is one of the youngest countries. Recognized by many experts around the world, our "National Training Program" reflects the long-term goal - the interests of our country to train high-level personnel. We must pay great attention to the fact that every organized work is carried out on the basis of a carefully planned, effective, as well as positive results. That is, let every effort we make bring good results. Let these results serve the interests of the people. At the same time contribute to the development of society.

There are many reforms that can accomplish such tasks, but among them the "National Training Program" has a special place. This program is the most important practical direction of the work done by our President to make our youth grow up healthy and harmonious, no less than anyone else in the world.

The 21st century is the age of high science and technology. In such a complex society, it is impossible to raise a person to the level of a perfect human being unless he or she can show his or her talents and skills, and his or her way of thinking and thinking can breathe with the times. In general, at all times, one of the main conditions for maturity is primarily knowledge and profession, the possession of high qualities.

A wide range of opportunities and facilities have been created for young people to fulfill such conditions. In order to develop the most advanced, promising scientific research and development in our country, which is in the spotlight of the scientific community of developed countries, we need to establish new laboratories within the Academy of Sciences and universities, to establish effective cooperation with science centers in developed countries" they said.

Cooperation has been established with universities in Europe, the United States, Russia, South Korea, Japan and many other countries. This will create a number of facilities to increase the effectiveness of education. Not only our students go abroad to study, but also a number of foreign students come to study and improve their skills in our universities.

It is well known that people do not exchange ideas using certain units of language (phonemes, some words, grammatical devices), on the contrary, language exists only as a whole system. Linguistic units: phonemes, morphemes, words perform their functions only within the whole

language system. This means that language is a complex, interconnected and interdependent set of material units with a unique structure.

The structure of language is the interaction of the language units that make up the language system, the rules of interconnection. The sound system, vocabulary, and grammatical structure that form the basis of any particular language are the basic components that make up a language system. Elements of a language system (sounds, words) and grammatical forms) combine according to the laws and rules of each language to form a whole language system.

The laws of interaction and interconnection of the elements that make up a language system are extremely complex and multifaceted. Although language is a holistic system, within this system there are tiers that have their own independence and are components of the language system. Each tier has its own units and categories, which differ from each other. The main layers that make up the language system are:

1. Phonetic-phonological tier.
2. Dictionary tier.
3. Grammatical tier.

Phonetic-phonological tier. The sound system of a language consists of speech sounds. The words and phrases used to communicate are, of course, expressed in sound. The sound system of a language can be studied from different angles, because speech sounds are a complex phenomenon due to their nature and the function they perform in the language system.

The sounds of human speech are a type of sound that occurs in nature according to their physical properties. Therefore, the study of sound systems is approached from an acoustic point of view. But the sounds that human beings use, unlike other sounds in nature, are the product of the organs of speech that are controlled by the human nervous system.

Therefore, sounds are studied from a physiological (biological) point of view.

Finally, sounds can be studied in terms of their function in the language system, because sounds do not exist in the language system on their own. They play an important role in the formation of words and in the process of communication. Acoustic (physical) and physiological (biological) properties of sounds are studied by phonetics. and phonology.

Phonetics teaches the sound system of a language. In the process of learning a foreign language at school, the "phonetics" part mainly involves the formation and improvement of practical skills in students. There are many cases when students confuse or pronounce Uzbek letters with Uzbek letters while learning a foreign language. The pronunciation of vowels and consonants in the Uzbek literary language is not the same as the pronunciation of vowels and consonants in German. Explaining to students the comparison of vowel and consonant phonemes in both languages and the correct pronunciation of each letter of the studied language provides the basis for effective mastery of the language.

If the student is familiar with the sounds of speech, he will develop a solid skill in the pronunciation and correct writing of words in German. A student who has not mastered the phonetics of the language will not be able to master spelling and morphology. In German phonetics lessons, the effect of speech sounds and stress on the meaning of words is explained

through various exercises. In the spelling-related part of phonetics, students' attention should be drawn to the differences between the pronunciation and spelling of more words. It is not uncommon for students to mispronounce certain sounds in their speech, or to mix sounds that are close in pronunciation.

This situation also affects their writing. To correct such shortcomings, it is useful to conduct special exercises on the pronunciation of similar sounds. When explaining the term phonetics to students in the classroom, it is explained that phonetics is the science that teaches the sound system of language (phonetics examines the sounds of human speech, not the physical sounds produced by the vibrations of each body.)

Students are introduced to the organs of speech before giving an idea of letters and sounds in German. Using a picture of the speech organs, it shows where the lungs, throat, vocal cords, larynx, and palate are located. The role of these organs in the formation of speech sounds is then explained.

In order to properly organize the teaching of German phonetics, first of all, a science teacher must have methodological skills, a good study of the level of speech activity of students. Learning German phonetics is a responsible process, because during this period students learn the sounds of the German language, learn to read and write all the letters.

In the first stage of the teaching of German phonetics, the vowels a, o, u, e, i, y and some consonants are studied. Tasks of this stage:

1. Analysis of words and syllables by sound;
2. Distinguish the sound from the word at the beginning, middle and end of the syllable;
3. Determining the position of a sound in a word;
4. Accurate pronunciation of sound;
5. Generation of speech sounds using speech organs;
6. Work on the development of phonemic hearing;
7. Distinguish vowels, take into account vowels when reading syllables.

Just as existing objects and phenomena in an objective being are divided into different groups and types, speech sounds are also divided into several types according to their articulatory-acoustic properties.

Speech sounds are divided into two main groups according to the degree of participation of sound and noise - vowels and consonants. The amount of these varies in different languages. For example, in Russian consonants 43, vowels 6; 21-13 in French, 30-6 in Armenian, 28-5 in Georgian, 16-9 in Estonian, 14-6 in Chukotka. Articulatory - acoustic and auditory perception, as well as functional in language

There is a big difference between vowels and consonants in terms of service.

From the articulatory point of view, the air coming out of the lungs passes without any obstruction, and in the pronunciation of consonants, the airflow encounters an obstacle. According to the acoustic properties, the air flow vibrates weakly in the pronunciation of vowels, while consonants vibrate more strongly than vowels and are formed by noise. Consonants also

differ from vowels in their loudness in terms of hearing and feeling. The vocals have a soft melody that can be accompanied by music. In almost all languages of the world, consonants have more vowels than vowels, which makes them more functional.

Just as words in each language have their own phonetic, morphological, and semantic characteristics, so do the lexical systems of the German language.

According to Professor Umarkhodjaev, words in German have a centralized, morphologically connected accent.

- a) the main emphasis is on concrete
- b) secondary emphasis - die Nebenbetonung
- c) strong emphasis - die starke Betonung
- g) weak emphasis - die schwache Concrete

For example: 'Arbeit, 'arbeits'los, 'stock'finster, 'Eishockeynational'mannschaft.

There are some words in German where the stress is not tied to the base, but the place of stress is changed by adding prefixes, some suffixes, to the words that are separable and inseparable.

During the teaching of phonetics, it is important for the science teacher to take into account the student's speech preparation.

Reading comprehension skills include reading aloud (analytical reading), reading aloud, adding words to each other, and reading simple sentences with attention to tone.

Writing skills include the ability to write all the letters of the German alphabet, the ability to spell words, and the ability to spell sentences correctly.

Speech skills include the development of speaking skills through a variety of games, taking into account the pitch of speech during speech, and paying special attention to the correct pronunciation of sounds during speech.

Listening skills include listening to all the letters of the alphabet, listening comprehension of words, listening comprehension of simple sentences.

The famous linguist SI Bernstein called this feature phonology, emphasizing that speech sounds should be studied in terms of the functions they perform in language.

Phonology studies the signs that distinguish speech sounds from each other, the semantic differentiation properties of speech sounds, and whether they occur in so-called specific syllables, together with other sounds to form or not be able to form a chain of sounds.

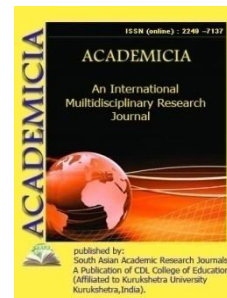
In the process of learning a language, the formation of the basis of joint reading plays a key role. Forming the basis of syllable reading consists of reading a two-letter open syllable, reading a two-letter closed syllable, or reading a three-letter closed syllable. Writing a letter representing a learned sound, spelling a syllable correctly, spelling a word, separating an accented syllable. They remember the words they read. It is very important that reading is fully conscious at the beginning of the period of learning phonetics. Students learn the translation of the words read by asking questions or using a dictionary.

In conclusion, phonetics plays a key role in the process of language learning. A student who has fully mastered the phonetics of a language will be able to learn the language being studied perfectly. Properly balanced reading, writing, listening comprehension, and speaking skills in the classroom will help you master the language.

REFERENCES:

1. Zaripova R.A. Manual on methods of teaching foreign languages, -T.,: Teacher, 1986.
2. Jalolov J. Methods of teaching foreign languages, T.,: Teacher, 2012.
3. I.A.Karimov "Harmoniously developed generation - the basis of development of Uzbekistan", Tashkent, "Sharq" publishing house, 1998.
4. A.I. Thomson "On the study of foreign languages in the Middle Ages." Pedagogical collection, 1891.
5. Jumaniyazov A.J. Deutsch. Teacher Publishing House, Tashkent, 1995.
6. Z. Toshov. Landskunde. Buxara.2010.
7. Gafarova, Z. Z., Bozorova, M. A., Jumayeva, S., Idiyeva, L. I., &Radjabova, L. U. (2020). Synchronous Translation-a Complex Set of Cognitive Processes. International Journal of Psychosocial Rehabilitation, 24(1).
8. Jumayeva, S. (2019). Drills and Dialogues in English Lessons. International Journal of Scientific Research and Modern Education (IJSRME) Volume, 4.
9. Khikmatovna, J. N. (2020). NEW IN ENGLISH LANGUAGE DISTANCE TEACHING. International Engineering Journal For Research & Development, 5(7), 4-4.
10. Sadikovna, M. M. (2020). Improvement Of Mechanisms For Teaching Theory And Practical Skills Of Future Russian Teachers Using Media Technologies. International Engineering Journal For Research & Development, 5(7), 4-4.
11. Razhabov Au Traditional Methods Of Classical Detective In The Novel Of Dan Brown "Angels And Demons" // Innovative Approaches In Modern Science. - 2020 .-- S. 39-43.
12. Ismatovna I. L. Listening at lessons of a foreign language // Achievements of science and education. – 2017. – №. 5 (18).
13. Ashurbaeva R. K. Concept Of Integration And Its Application In Education Soi: 1.1 / Tasdoi: 10.15863 / TAS International Scientific Journal "Theoretical And Applied Sciences" P-ISSN: 2308-4944 (Printed) E-ISSN: 2409-0085 (Online) Year: 2020 Issue: 02 Volume: 82 Published: 21.02.2011 2020 Http. T-Science. Org
14. Ashurbaeva R.K. The Concept Of Integration And Its Application In Formation Soi: 1.1 / Tasdoi: 10.15863. Tas.
15. Erkinovna, T. M. (2020). The comparative description of adjectives in Spanish and Uzbek languages. Proceeding of The ICECRS, 6, 132-134.
16. Shukhratovna, Y. N., Togamurotovich, R. J., Tashtanovich, O. M., Erkinovna, T. M., &Ismatovich, G. S. (2019). Integration of new technologies for language learning processes. Academia Open, 1(2).

- 17.** Gafarova ZZ Spiritual, moral and philosophical ideas of the Renaissance in the dramas of William Shakespeare // Scientist of the XXI century. - 2016 .-- P. 81.
- 18.** Gafarova Z.Z. English humanism in the ideology of the 16th century // Young scientist. - 2015. - No. 11. - S. 1583-1585.
- 19.** Usmanovna R.L. Systematic And Activity-Based Approach To Teaching The Russian Language In Universities // International Engineering Journal for Research and Development. - 2020. - T. 5. - No. 8. - S. 4-4.
- 20.** Shokirovna J. S. DISTRIBUTIONAL FORMULAS OF SUBORDINATIVE COMPOUNDS //International Engineering Journal For Research & Development. – 2020. – T. 5. – №. 7. – C. 4-4.



DOI: **10.5958/2249-7137.2021.01770.5**

PRECEDENT NAMES IN THE ARTISTIC TEXT AS ALLUSIVE NAMES

Rakhmatillo Shukurov Mirzatillayevich*; Ahmadjonov Nurbek Zokirjonogli**

*Associate Professor,
Candidate of Philological Sciences,
Fergana State University, UZBEKISTAN
Email id: shukurovr.m.10@gmail.com

**Teacher,
Fergana State University, UZBEKISTAN
Email id: nurbek.axmadjonov@mail.ru

ABSTRACT

This article analyzes the status of precedent names as allusive names. It is also illustrated by various examples of precedent names appearing as allusive names in a literary text. A number of linguists such as I.V.Arnold, D.N.Medrish, E.N.Kovalenko, L.A.Mashkova, UdoHebel, D.U.Ashurova, A.A. Dusabaeva noted that allusion is the main sign of intertextuality, the main means of activating the precedent text in the intertext. The sign must be familiar to the reader, that is, if he has no literary or historical knowledge, and thus the allusion does not arouse the associations in him, then his meaning is lost. However, as a rule, many of the citations refer to general facts that the reader should be familiar with. The allusive anthroponymy is also sometimes considered a means of creating additional implicit meaning, exploring the concepts of implication, presupposition, subtext. The implicit meaning of the text or part of it is perceived by the society in which we live, secular knowledge.

KEYWORDS: *Allusion, Precedent Text, Intertextuality, Precedent Name, Anthroponym, Subtext, Implication*

INTRODUCTION

The problem of studying allusion in a literary text is one of the current problems of modern linguistics. The concept of "allusion" appeared in many language systems in the XVI century, but nevertheless, this methodological device began to be studied only in the late twentieth century. The term "allusion" (French allusion "sign") refers to a specific text, a special name

used as a figurative reference. It is used to depict reality in a particular literary work in a more vivid, more voluminous way through a well-known analog connection to historical events, the lives of famous people, folklore, life events in artistic, oratory, scientific and everyday language. In the "Dictionary of Literary Criticism" by D. Kuronov, Z. Mamajonov and M. Sheralieva the allusion is described as follows. Allusion (Latin *allusio* - sign, joke) - a stylistic method based on the reference to a real political, domestic, historical or literary fact that is considered familiar to all. In essence, it comes close to the art of *talmeh*, which is widely used in oriental classical poetry. The difference is that while the *talmeh* refers to more popular historical and artistic facts, the allusion can also refer to political, domestic, or artistic facts of its time [1;26-27].

Allusion (religious, mythological, literary, and historical) is the most widely used means of intertextuality in a literary text. Allusion is one of the stylistic means by which a popular literary, religious, historical, mythological fact, event, person, and place name is quoted in another written or oral process [2,79]. Allusion is distinguished by its dual stylistic and cognitive significance: while on the one hand the allusion refers to a particular knowledge structure through the precedent text, on the other hand in the recipient text the allusion often expresses an implicit meaning of an emotional and expressive nature. In order for this implicit meaning to emerge, the reader must have certain cognitive structures.

A number of linguists such as I.V. Arnold, D.N. Medrish, E.N. Kovalenko, L.A. Mashkova, Udo Hebel, D.U. Ashurova, A.A. Dusabaeva noted that allusion is the main sign of intertextuality, the main means of activating the precedent text in the intertext. Allusive names are hidden under the precedent text and take a firm place in the linguistic memory of the people. A precedent text is a text in which an allusive anthroponym is assimilated. Intertext is a text in which an allusive anthroponym is placed and applies its original meaning to the new denotation. The two-sided nature of the allusive anthroponym and the ability to show and classify the object determine its role in ensuring the lexical and semantic-syntactic connection of the text.

According to Yu.N. Karaulov, an allusive anthroponym in the form of the name of the author or character refers to language units that serve to insert a precedent text into a text through headings or quotations [3;218]. In support of this view, D.B. Gudkov, V.V. Krasnykh, I.V. Zakharenko, D.B. Bagaeva argue that the allusive anthroponym is a symbol of precedent text [4;107]. Thus, the allusive anthroponym is a sign of the precedent text, acting as a "bridge" between the two works, the artistic world (environment) and the periods [5;11].

According to VP Moscow, allusion is classified according to textual (literary, biblical, mythological) and non-textual (historical, domestic) sources [6;65]. An allusion is a type of bridge between past and present text that allows two text planes to fit together and create intertextual connections. There is an interaction between literary and artistic works, which is called an allusive process.

According to Galperin, an allusion is an indirect reference to various historical, literary, mythological, or biblical facts in the form of a word or phrase [7;16]. This method helps the reader to learn from the work and understand the author's point of view. In this context, allusion can be viewed in terms of intertextuality (as a precedent text). According to T.S. Sirenko, intra-textual communication through allusion refers to a form of associative unification, as it helps to unify a work of art and at the same time brings additional information from the outside [8;3].

An allusion is a lexical unit or link to a phrase that can be used as a keyword. The sign must be familiar to the reader, that is, if he has no literary or historical knowledge, and thus the allusion does not arouse the associations in him, then his meaning is lost. However, as a rule, many of the citations refer to general facts that the reader should be familiar with. Allusion, together with other methodological means, can be a sign or a way of realizing the category of inter-textualism in any text. This text is a symbol of a situation model that is interconnected based on associations. The interaction of literary texts is known as an allusive process. An allusion serves the function of transferring some element to another work, pointing to another text, expressing the situation, and acting as a means of determining the established stability. An allusion can perform the following functions in a text: 1) the task of irony - used by the author to add an allusion to the image of the hero, his actions or deeds; 2) the function of creating a comic effect - serves to add comic to a part of the work; 3) work with time - the use of historical facts and instructions of individuals invites the reader to the same historical period in which the events of the work took place; 4) the function of composing text.

Although many scientists have tried to classify types of allusions and their components, the problem of classifying allusions remains open and relevant. The basic meaning of one of the existing classifications is a criterion of the direct and figurative nature of the use of a particular name. The figurative use of anthroponyms serves as a methodological tool, and allusion is used to express metaphor. According to some researchers, allusion can serve the task of detailing the characteristics of mythological, religious, literary, historical signs and actions in the state and qualities of the objects under consideration in this situation. In this case, the allusion not only creates a recognizable image, but also takes additional information from it to describe the object.

As I.V. Arnold points out, allusion is “a methodical way of using a name or a noun denoting a particular literary or historical-cultural fact or person” [9;89]. This methodological approach refers to things that are already present in the student’s cultural memory, stable concepts or phrases of a literary, historical, and mythological nature. However, the allusion is not limited to referring to any event or plot. It is also active in performing aesthetic, expressive and cognitive functions in an artistic text. The reason why literary allusion is widely used in fiction as a methodological tool is to enrich its artistic perception of the text, making it more voluminous and vivid [10;24]. Classifications of allusions can be based on structural-semantic or functional features. In her research, N.Y. Novokhacheva shows a thematic classification, which includes ten classes: 1) literary allusions; 2) folk allusions; 3) kinematic allusions; 4) musical allusions; 5) journalistic allusions; 6) winged allusions; 7) formal business allusions; 8) intermediate allusions; 9) Allusions to the biblical text; 10) scientific allusions [11;116].

Allusions undoubtedly enrich and saturate the artistic text and allow the authors to convey information in a specific encrypted form, the shell. The main task of the receiver and the researcher is not only to study, but also to decode the idea that the authors want to convey using different concepts. The first manifestation of the emergence of an allusive process is the presence of a precedent text. The use of personal names that do not have cultural and historical potential does not lead to an allusive effect. According to M.V. Kalinkin, any name is a kind of “vehicle” that provides historical, cultural, geographical, connotative information to the text [12;84]. Allusive anthroponyms include names with well-known encyclopedic information, names related to history, literature, culture, mythology. These names are primarily used in a direct nominative sense. When a famous name loses its connection with the owner of the name, it begins to be used

to describe another person who has the same characteristics as the denotation of the name. Once the name is independent and has additional meanings, it refers. The interrelationship and interrelation of the literary text with other texts occurs due to the use of intertextual additions by the author, the adequate interpretation of which depends on the intertextual competence of the reader.

Various allusions can be found in works of English literature. Part of such an allusive fund belongs to the original culture of this nation. Literary allusions to the works of William Shakespeare, Charles Dickens, Thomas Hardy, and many other famous English writers, as well as allusions to the history of the country and historical figures, are examples of this. Knowledge of mythology and folklore is part of classical education. There are works of different genres in the literary heritage of each nation, and because they are part of national self-awareness, many authors want to use them in their work in some way. Robin Hood, for example, was considered the protagonist of a medieval English folklore ballad. Accordingly, Robin Hood's allusive name is part of English linguistic culture.

In her research, D.Khudoyberganova describes alluvial names as follows: allusive names refer to various texts created in historical and social conditions. Therefore, their study from a purely linguistic point of view does not allow to fully elucidate the essence of this phenomenon [13;135]. Precedent names are used in a variety of functions in the literary text. For example: symbolism, standardism, onomastic metaphor, allusiveness, intertextuality, and so on. In particular, allusive names can be found very often in poetic texts. For example:

1) allusion to historical personality and artistic images:

*Mir Alishernarasigaaks-sadoberdijahon,
I am a king and a sultan in the realm of poetry (E.Vakhidov "O'zbekim")*

These verses refer to the millennial history, joys and sorrows of our people.

You are Khujand, to Genghis

Unopened,

From Temur Malikorkasi

Sirdaryogasakragan.

Muqannasankorachigi

The flames,

The shepherd who sees the lights

You are my desert, my homeland (M. Yusuf "Vatanim").

Through unique lines, the poet pointed to the glorification of a free and prosperous homeland, the lifelong devotion to the nation who grew up with love and respect and protect the homeland.

The tomb of Yassavi is proud.

The color of each brick turned into a sound.

"The world is mine ..." A cry comes.

“The carcass is like a bird ...” Ancient words resound (R. Parfi “Turkiston Yodi”)

In these verses, it is pointed out that Turkestan is dear to the soul, and that the allusive name of Yassavi caused the country to cry and regret.

Despondent, innocent-hearted,

Who drank your liver?

I know, Othello, I know.

Is Othello right? .. The poet is silent! .. (UsmonNosir “Monolog”)

In the passage above, there is a direct reference to love, affection.

2) allusions to historical reality and current socio-political problems of the time:

In this case, the twigs suffocate and die,

Slave Bilal is oppressed and cries in the sky...

They are fed up with everything that burns them

The real angels of Badakhshan (Shavkat Rahmon "Turks")

Recent verses point out that as a result of the oppression and injustice of the 1980s, Uzbek women often set themselves on fire.

Why are you scared?

Imagination,

To your childish imagination

What happened?

But Odessa Horror,

Kerchfojiasi,

Wildlife,

Bloodthirsty... (G'.G'ulom “Senyetimemassan”)

In the above verses, the poet refers to the horrors of the years of World War II.

I am Jewish!

Don't be silly, you scumbag!

Clover stretches its neck,

The head is like a magic wand

Hate, scream

Everyone heard your voice on the radio (G'.G'ulom “I am Jewish”)

Here the author refers to Adolf Hitler's racist speech against the Jews.

An allusive anthroponym is a type of text character that differs from a normal character in that it complicates its structure by combining two characters in a single character. The allusive anthroponym is characterized by a number of features:

- 1) the existence of a conceptual component in the sense of a particular unit due to the partial transition of the allusive anthroponym from a series of proper nouns to a series of nouns;
- 2) a large amount of cultural and historical information that works in the form of associative potential.

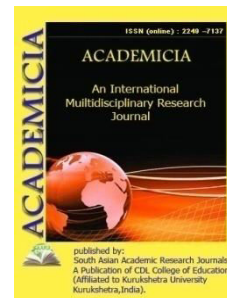
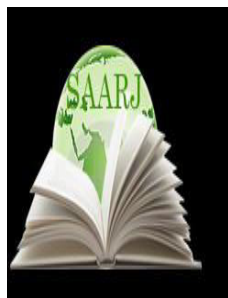
The function of an allusive anthroponym is to create an allusive process, resulting in a vertical context, which in turn participates in the creation of a text category of dialogic one. Dialogic relationships are non-linear in nature, they are characterized by anthropocentricity, the presence of several subjects. In the pragmatic aspect, the allusive anthroponym defines the specific features of the emergence of a vertical context in the allusive process in relation to the subject of the speech (author) and the addressee of the speech (the reader). According to vertical context theory, allusive nouns refer to two types of facts, namely philological and socio-historical facts [14;47-54]. If one is not aware of these facts, the allusive fact, no matter how well-known in the text, leads to a misunderstanding of its idea and essence. The anthroponymic fund contains a list of personal names specific to each historical period, names that have specific national, cultural-historical, or symbolic meanings in the semantics of a particular country or culture. These are, as noted earlier, the names of celebrities, biblical, mythological, and literary characters with remarkable characteristics; are common personal names among native speakers. An allusive anthroponym represents new, additional information in an artistic text, embodying various general connections, associations that have become axiological meanings for a particular language community. Character is a complex language unit, distinguished by its symbolic feature. It combines a large amount of explicit and implicit information, becoming a means of conveying cultural information and demonstrating knowledge. Because it is symbolic, the symbol represents information briefly and succinctly. Many allusive anthroponyms have basic and additional character traits that allow for a deep and comprehensive interpretation (understanding) of a text or character. The allusive anthroponymy is also sometimes considered a means of creating additional implicit meaning, exploring the concepts of implication, presupposition, subtext. The implicit meaning of the text or part of it is perceived by the society in which we live, secular knowledge.

Thus, allusive anthroponyms are precedent names for the text input tool; a unit of cognitively significant language that reflects different aspects of the knowledge structure; forms of language expression (markers) of intertextuality based on the mechanism of intertextual communication with the precedent text; is a cultural sign represented by stereotypes, symbols, standards adopted within a particular linguo-culture.

REFERENCES

1. D.Kuronov, Z.Mamajonov and M.Sheralieva "Dictionary of Literary Criticism" Tashkent Academy Publishing House, 2013.
2. Bazhenova E.A. Intertextuality // Stylistic Encyclopedic Dictionary of the Russian Language / Ed. M. N. Kozhina. 2nd edition, rev. and add. - M.: Flint; Science, 2006.
3. Yu.N. Karaulov Russian language and linguistic personality. - M.: Nauka, 2002.2-rides.

4. Gudkov D.B., Krasnykh V.V., Zakharenko I.V., Bagaeva D.B. Some features of the functioning of precedent statements // Bulletin of Moscow University. Ser. 9. Philology. - 1997. - No. 4.
5. Mashkova L.A. Literary allusion as a subject of philological hermeneutics: dis.... Cand. philol. sciences. M., 1989.
6. Moskvina V.P. Citation, application, paraphrase: To the differentiation of concepts // Philological sciences. - 2002. - No. 1.
7. Galperin I.R. Essays on the stylistics of the English language. - M.: Publishing house lit. on instruct. language, 1958.
8. Sirenko T.S. Stylistic aspects of allusions T.S. Sidorenko // Electronic resource, access code: [<http://www.onlinescience.ru/userfiles/file/ljt3tvxyhyh89phngtnfipv6u5ermgqm.pdf>] (access date 05/23/2017).
9. Arnold, I.V. Implication as a method of constructing a text and a subject of philological study / I.V. Arnold // Vopr. linguistics. 1982. - No. 4.
10. Altukhova, O. N. Onomastic context in postmodern literature: (based on the works of V. Pelevin): author. dis. ... Cand. philol. Sciences: 10.02.01 / O.N. Altukhova; Volgograd. state ped. un-t. - Volgograd, 2004.
11. Novokhacheva N. Yu. Stylistic device of literary allusion. Diss. Candidate of Philosophy. - Stavropol, 2005.
12. Kalinkin M.V. From literary onomastics to poetonymy // Logos of onomastics. 2006. - No. 1.
13. D.Khudoiberganova Anthropocentric interpretation of literary texts in the Uzbek language Philology dissertation-Tashkent 2015.
14. Akhmanova O.S., Gubbenet I.V. Vertical context as a philological problem // Questions of linguistics. - Moscow, 1977– № 3.



DOI: **10.5958/2249-7137.2021.01771.7**

TYOLOGY OF PARTS OF SPEECH AND CONTENT OF GRAMMATICAL CATEGORIES IN TWO LANGUAGES

Idiyeva Lola Ismatovna*

*Teacher,

Uzbek Language and Literature Department,
Tashkent institute of irrigation and agricultural mechanization Engineers,
Bukhara branch, UZBEKISTAN

ABSTRACT

The article gives us information about some categories of Russian language and compare them with English ones. The case category, the number category and the gender category is described and compared. It is almost generally accepted that there is a class of nouns that have two case forms, the Nominative and the possessive, which are formed by the morpheme 's. These are the class of animate nouns and nouns of the semantic field 'time'. So, for example, in Finnish, where the number of cases of nouns is 14, there are very few prepositions. In English, on the other hand, with its limited system of cases, the number of prepositions is considerable. The category of certainty - indefiniteness. In many western European languages and some oriental languages, the noun system is characterised by definiteness - indefiniteness. This noun category has its own morphological form. Most often it is expressed by an article, as in English, German and French.

KEYWORDS: *The case category, the number category and the gender category, typology of parts of speech and content of grammatical categories, unity of the meaning, form of expression.*

INTRODUCTION

The case category

The category of case is understood as a grammatical category that represents the unity of the meaning of the relation of the indicated object to other objects, actions, features and the means of its material, linguistic expression.

The real form of expression of this category is the case form, or form of case, which is a morpheme consisting of a certain sound row, which together with the root morpheme gives a

certain content to a word. The aggregate of the case forms, which form a definite system of change, constitutes the declension.

Main part

The number of declension varies in different languages, and this fact may be regarded as one of the criteria for the typological characterisation of the morphological system of a given language, as the presence or absence of declension is connected with the presence, absence or weak development of prepositions. So, for example, in Finnish, where the number of cases of nouns is 14, there are very few prepositions. In English, on the other hand, with its limited system of cases, the number of prepositions is considerable. There are languages where the case system in the noun does not exist at all, as in Bulgarian, Italian and French.

In the Russian language the case category is represented by six cases - именительный, родительный, дательный, винительный, творительный и предложный. (nominative, genitive, dative, accusative, vocative and prepositional.)

When we consider the meaning of each individual case as a special grammatical category, we see that it has a complex character and consists of a number of smaller consciousnesses which, however, cannot be further decomposed. For instance, as one of these may be called objecthood, because the category of case is a characteristic of nouns denoting objects and phenomena. Another may be that the gender of a noun is assigned to a particular grammatical gender. The third inflection is the sense of number, singular or plural. The fourth signification is that it is animate or inanimate, and expresses itself in one form or another, etc.

Following Professor E.I. Shendels, we call these conceptions *sema*. The term *sema* is thus understood as a minimal, further indivisible element of grammatical meaning.

In Russian the category of case is characterised by the presence of the following *semes*: subjectness, gender, number, animate/inanimate. Apart from the stem of the case in general, each of the cases in

The Russian language has a number of its own peculiar terms. So, for example, the Accusative Case is characterised by the *seme* 'direction of action'. The genitive case is characterised by a *seme* "belonging", etc.

The category of case in English has been a matter of debate to date. Depending on the author's approach to this problem, different numbers of cases have been assigned to the English language. M. Deitschbein, who understood case as a combination of a preposition and a noun in the initial form, thought there were four cases in English: nominative, genitive, dative and accusative. However, such an interpretation of the problem of case is fundamentally wrong, because a case is a word-form which has an appropriate case morpheme, in the case of English -'s.

It is almost generally accepted that there is a class of nouns that have two case forms, the Nominative and the possessive, which are formed by the morpheme 's. These are the class of animate nouns and nouns of the semantic field 'time'. Thus, from the point of view of the typological characterisation of the case category in nouns, we can note that in English all nouns are divided into two classes: words denoting inanimate objects, which have no case category, and words denoting animate objects and time, which have two cases - general and possessive. The possessive case has the following: objectivity, animate, possessive, subjective and objective.

According to A. M. Mukhin's point of view, the case category no longer exists in the noun system of modern English. It ceased to exist as early as the Middle English period. The morpheme - es > 's preserved from the Old English period is nothing else but a possessive suffix, which is agglutinative by virtue of its unambiguity (possessive suffix) and its capacity to attach to the root morpheme without modifying it.

If we accept this point of view as true, which corresponds to the present state of the noun system in English, then we should conclude that the case category in the noun system does not actually exist. At the same time, a new grammatical category has emerged in the system of the name - the category of possessive, which has its material expression in the form of the agglutinative morpheme 's.

The case category is represented in the English pronoun system by two cases, the nominative and the object case, with the main semas of subject, number and direction.

Category of number. In both English and Russian there is the grammatical category of number. This category expresses quantitative relations existing in reality, reflected in the minds of speakers of a given language and having morphological expression in the corresponding forms of language.

The category of number is expressed differently in individual languages. For example, there are languages in which the category of number is expressed not only in plural, but also in dual and triple; such are some Papuan languages on the island of New Guinea.

In the ancient Indo-European languages - Sanskrit, Ancient Greek, Ancient Germanic - the number category was represented by three numbers: singular, dual and plural.

The category of number, as reflecting quantitative relations between real objects, is naturally attached to a noun.

In Russian and in English the category of number is represented by the semes of singularity and plurality, which are expressed in singular and plural forms.

The gender category. The great majority of modern Indo-European languages are characterised by a peculiar lexical-grammatical category of gender. It is manifested in the ability of nouns to assimilate to themselves in the expression of grammatical meanings the forms of their dependent words - adjectives, pronouns, etc.

The category of grammatical gender - masculine, feminine, neuter - was once peculiar to Old English nouns. However, historical development of the morphological structure of the English language led to the fact that the category of grammatical gender deprived of morphological means of expression ceased to exist. It is replaced by a new category, which Prof. V.N. Yartseva called the category of activity - passive.

The essence of this new grammatical category consists in distinguishing two classes of words in the system of nouns: active nouns and passive nouns.

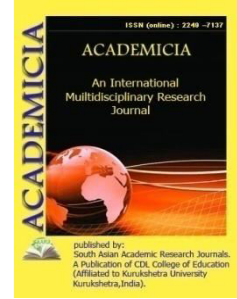
The category of certainty - indefiniteness. In many western European languages and some oriental languages, the noun system is characterised by definiteness - indefiniteness. This noun category has its own morphological form. Most often it is expressed by an article, as in English, German and French. In other cases, it may be expressed in the form of affixes, so-called

postpositional articles, morphemes added to the end of the noun word, as in Bulgarian, Romanian and Scandinavian languages.

REFERENCES:

1. Arakin, V.D. Comparative Typology of Russian and English / V.D. Arakin. - Moscow: Fizmatlit, 2000. - P. 5-35, pp. 59-66.
2. Afanasyeva, O.V., Rezvetova, M.D., Samokhina, T.S. Comparative typology of English and Russian languages (workshop) / O.V. Afanasyeva [et al]. - Moscow: Fizmatlit, 2000. - C. 6-18.
3. Big Encyclopaedic Dictionary. Linguistics. - M., 1998.
4. Mechkovskaya N.B. General Linguistics: Structural and Social Typology of Languages: Textbook for students of philological and linguistic specialities / N.B. Mechkovskaya. - Moscow: Flint: Nauka, 2001. - C. 25-32, 44-51.
5. Tarlanov, Z.K. Methods and principles of linguistic analysis / Z.K. Tarlanov. - Petrozavodsk, 1995. - C. 165-170.
6. Shirokova, A.V. Comparative typology of different-structured languages (phonetics, morphology) / A.V. Shirokova. - Moscow: "Dobrosvet", 2000. - C. 72-92.
7. Uktamovich, R. A., & Jalilovna, J. L. (2021). THE PECULIARITIES OF PSYCHOLOGICAL CHARACTERISTICS OF THE MAIN HERO IN J. ROWLINGS HEPTALOGY OF HARRY POTTER. International Engineering Journal For Research & Development, 6(2), 5-5.
8. RadjabovaLyubovUsmanovna. (2021). Status And Trends Of Internet Use In The Education System Of Uzbekistan. Academia Globe: Inderscience Research, 2(6), 102–105. <https://doi.org/10.17605/OSF.IO/CKZGH>
9. Jumayeva, S. (2018). COMPARISON OF UZBEK AND GERMAN COMPOUND NOUNS. Теория и практика современной науки, (4), 50-52.
10. Jumayeva Sh. Sh. (2021). Comparative Typological Analysis Of Homonymy And Polysemy In English, Russian And Uzbek. Academia Globe: Inderscience Research, 2(6), 93–97. <https://doi.org/10.17605/OSF.IO/85GXT>
11. BozorovaMuhabbatAbdurahmonovna. (2020). PROVERBS IN SHAKESPEARE’S WORKS. International Engineering Journal For Research & Development, 5(7), 4. <https://doi.org/10.17605/OSF.IO/BSFJQ>
12. Ismatovna, I. L. (2020). The Concept Of Lexis And The Lexical System. International Engineering Journal For Research & Development, 5(SPECIAL ISSUE), 3-3.
13. Sadikovna M. M. Improvement Of Mechanisms For Teaching Theory And Practical Skills Of Future Russian Teachers Using Media Technologies //International Engineering Journal For Research & Development. – 2020. – Т. 5. – №. 7. – С. 4-4.
14. Mirxanova Matluba Sadikovna. (2021). The Origin Of Proverbs And Sayings. Academia Globe: Inderscience Research, 2(6), 106–110. <https://doi.org/10.17605/OSF.IO/8M6Q2>

15. Artikova M. M. Language Skills In Learning English Language //Мироваянаука. – 2018. – №. 6. – С. 3-5.
16. Khikmatovna J. N. NEW IN ENGLISH LANGUAGE DISTANCE TEACHING //International Engineering Journal For Research & Development. – 2020. – T. 5. – №. 7. – С. 4-4.
17. Shokirovna J. S. Distributional Formulas Of Subordinative Compounds //International Engineering Journal For Research & Development. – 2020. – T. 5. – №. 7. – С. 4-4.



DOI: 10.5958/2249-7137.2021.01778.X

IMMATURE TERATOMA: TESTICLE

Rathee. N*; Pandey. A; Dimri. K***; Gupta. N****; Suraj*****;
Kaur. A*****; Sharma. S*****; Rathee. H*****; Sharma. P*******

*Junior Resident,

Department of Radiation Oncology,
Government Medical College and Hospital, Chandigarh, INDIA

**Professor & Head,

Department of Radiation Oncology,
Government Medical College and Hospital, Chandigarh, INDIA

***Professor,

Department of Radiation Oncology,
Government Medical College and Hospital, Chandigarh, INDIA

****Assistant Professor,

Department of Radiation Oncology,
Government Medical College and Hospital, Chandigarh, INDIA

*****Medical Social Worker,

Department of Radiation Oncology,
Government Medical College and Hospital, Chandigarh, INDIA
Email id: surajbba87@gmail.com

*****Senior Research Fellow,

Department of Radiation Oncology,
Government Medical College and Hospital, Chandigarh, INDIA

*****Junior Resident,

Department of Radiation Oncology,
Government Medical College and Hospital, Chandigarh, INDIA

*****Senior Resident,

Department of General Surgery,
All India Institute of Medical Science, New Delhi, INDIA

*****Senior Resident, Department of Pathology,
Government Medical College and Hospital, Chandigarh, INDIA

ABSTRACT

An immature teratoma is a teratoma that is known to contain immature anaplastic elements and is often known as malignant teratoma. Around 95% of testicular cancer is germ cell tumor (GCT). GCT is further divided into Non seminomatous GCT (NSGCT) and Seminoma. NSGCT include choriocarcinoma, embryonal carcinoma, yolk sac tumor, teratoma and mixed tumor. Among these only 2-6% of teratoma is pure teratoma. Pure teratoma can be subdivided into prepubertal and post pubertal. Among these two subgroups, the prognosis is also different. We report here a rare case of pure post-pubertal immature teratoma.

KEYWORDS: *Immature Teratoma, Testis, Rare Neoplasm*

INTRODUCTION

Primary testicular tumor is a rare tumor and is known to account for only 1% of all male tumors. These are mostly seen in young men of age around (20-35) years. Testicular cancer is common in developed countries compared to developing and under developed countries. Nearly 95% of all testicular cancers are germ cell tumors with almost equally divided further into Seminoma and Non Seminomatous. Seminomas are known to diagnose between (30-34) yrs of age in men. Geographical distribution is highly variable as the incidence is upto (9 per 1,00,000) in North America and Western European countries while it is just (less than 1 per 1,00,000) in Asian countries. There are some known risk factors to testicular tumor and they include undescended testicle, male infertility, cryptorchidism, hypospadias, smoking, cannabis abuse, family positive history. The relative risk for testicular tumor is 6% in undescended testis and nearly 2% is contralateral testis.

Case report: A 40 year old male presented in surgery department at some private hospital with swelling in scrotum, abdominal distension and back pain. Swelling in scrotum was insidious in onset, progressive, not associated with pain. Patient also presented with pain in back, insidious in onset, sharp pain, pain is not radiating and pain was not relieved with medication.

Investigations were carried out for which right inguinal orchidectomy was carried out. Patient was sent to Radiation Oncology Department at GMCH-32 Chandigarh for further management.

Investigation:

- USG B/L testis: Left testicle showed a solid mass within testis.

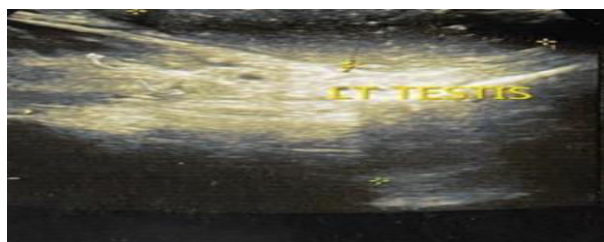


Fig 1: Ultrasound shows hard mass in Left testis

- CECT abdomen: retroperitoneal conglomerate lymphadenopathy seen and heterogeneous mass in left testis.
- CECT chest: - Multiple soft tissue nodule and branchy opacities in B/L lung field. Sign of endobronchial/hematogenous metastasis. (largest ms 3.9* 1.2cm)
- LDH -612
- Beta HCG & AFP- Raise above normal level.

Histopathological Examination:

1. Tumor comprise of admixture of various tissues. Sun forming component of tumor, are numerous islands of hyaline cartilage, are of bone formation and immature mesenchymal (cellular areas containing spindle shaped stellate cell). There are also muscle fibres, myocytes, few eccrine glands and fibroma collagenic tumor.
2. Orchidectomy specimen showed –immature teratoma

Fig 2:

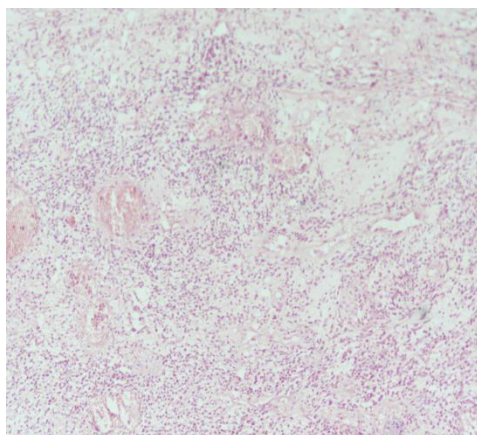


Fig 3:

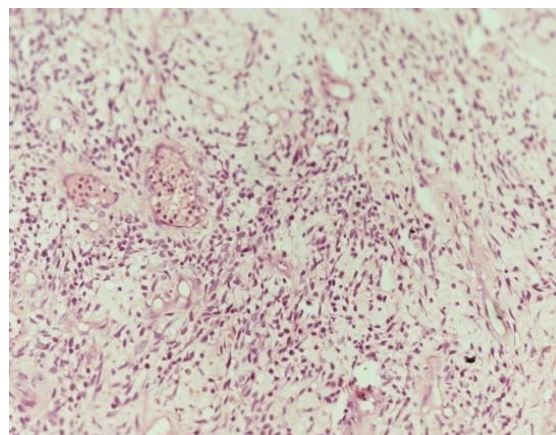


Fig 2 & 3: Shows Sun forming component of tumor, are numerous islands of hyaline cartilage, are of bone formation and immature mesenchymal (cellular areas containing spindle shaped stellate cell)

Treatment: Treatment approach of testicular tumor is based on Radiological investigations, tumor marker. In testicular tumor, never approach transrotal biopsy as it leads to tumor spillage.

Treatment approach is radical inguinal orchidectomy followed either by curative/ radiotherapy or chemotherapy depending on the size of tumor.

In this case patient came with advanced disease so we gave systemic chemotherapy (BEP) regimen (Inj bleomycin, etoposide, cisplatin)

Patient had 3 cycles of BEP regimen followed by 2 more cycles of EP regimen.

After 5 cycles of first line chemotherapy (3 cycles of BEP followed by 2 cycles of EP regimen).

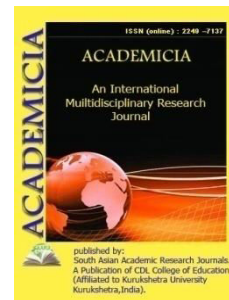
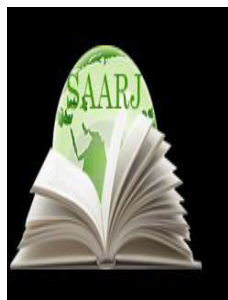
CECT chest + abdomen + pelvis were carried out.

CECT scan showed progression of disease with multiple lung mets and mesentry deposits. (Suggestive of increased / progression of disease compared to previous scan)

Patient was given second line chemotherapy, Inj Gemcitabine 1000 mg/ m² and paclitaxel 100 mg/ m². 03 cycles of second line chemotherapy was given, after which radiological investigation was done. CECT chest, abdomen and pelvis were done showed progression of disease.

CONCLUSION: Immature teratoma in testicle in 40 year old male is very rare neoplasm. Tumor is rare in term of incidence (<1%). As teratoma is highly malignant tumor with poor prognosis. So aggressive management is carried out to treat the tumor. Till date, treatment approach is Radical Inguinal orchidectomy is the primary treatment. Further treatment depends on staging of tumor. For early stage tumor surveillance or radiotherapy is considered and for advanced disease start patient on systemic chemotherapy (BEP) regimen. If patient further shows progression of disease start patient on 2nd line chemotherapy and keep patient on regular follow up with radiological investigations and tumor markers in their follow up periods.

So further reporting of such rare (<1%) cases in literature are of paramount importance to give the disease risk factor, prognosis and treatment.



DOI: **10.5958/2249-7137.2021.01773.0**

GASTRONOMIC DISCOURSE: LINGUOCULTUROLOGICAL AND TRANSLATION ASPECTS

Azzamov Yusufjon Radjaboy ugli*

*Independent Researcher,
Samarkand state Institute of Foreign Languages,
UZBEKISTAN

ABSTRACT

The article is devoted to a special type of verbal-social discourse - gastronomic (gluttonic), the purpose of which is to achieve communication related to the historical, religious-ethnic and other culturological aspects of the nutritional process among different peoples. The author points out the main components of this type of discourse (lexico-grammatical, stylistic, phraseological, extralinguistic, etc.) that affect its formation and implementation in communication. The gastronomic discourse is illustrated with examples in Russian, English and French. This issue seems to be significant for translation activities.

KEYWORDS: *Gastronomic Discourse, Gluttonic Discourse, Verbal-Social Discourse, Nutritional Process, Extra linguistic Factors, Linguistic Picture Of The World, Religious Views, The Influence Of Climate And Geographical Location, Translation Of Phraseological Units, Translation Of Paremias, Translation Of Metaphors.*

INTRODUCTION:

By gastronomic, or gluttonic, discourse, we mean a special kind of verbal-social discourse, the purpose of which is to achieve a certain type of communication, namely gluttonic one. This is a piece of text or speech related to the nutrition process, which takes into account the participants, conditions, methods of communication, the environment in which the conversation takes place, the place and time of communication, goals and motives, as well as the genre and style of speech. To date, there is no complete definition of this term, since this phenomenon can be considered from different positions.

Main part:

As we know, nutrition is an essential component of the culture of the peoples of the world. It forms the basis of the life of mankind. The most common fear of a modern person is to be deprived of food sources. The whole worldview and human activity is built around food.

As noted by Doctor of Philology A.V. Olyanich, the author of the terms "gluttonia" and "gluttonic", food becomes exactly the basis on which a person's worldview is built, from which, therefore, it follows that this area can be described using linguistic means [Olyanich, 2005, with. 468].

The core of the gastronomic discourse can be a fragment of text or speech related to the nutritional process. This can include a conversation between a restaurant visitor and a waiter or reading a menu. This takes into account related factors. Gastronomic discourse in its form and structure contains a large set of extra linguistic properties. It reflects the cultural, linguistic, ethnic and ideological views of the world. Gastronomic preferences have been formed over many centuries, and, of course, they could not but be influenced by such features as geographic location, climate, religion, prevailing traditions and foundations, as well as economic factors. It is enough just to look at what a person eats to determine where he is from, what beliefs he adheres to and what kind of life he leads.

The resettlement of the peoples of the world predetermined their tastes. Each country can proudly talk about their trades. Since ancient times, people have consumed the food that was available in their habitats. The inhabitants of the coastal zones boasted of rich catches and saw unusual sea reptiles in their plates, the inhabitants of the mountains had to be content with milk and meat from the cattle they raised, the population of the forest-steppe consumed products obtained from animal husbandry and forestry, the inhabitants of southern countries could enjoy the abundance of vegetables and fruits. This development of the diet led to the fact that some foods began to prevail, while the rest were not consumed in principle. Subsequently, this began to form the basis of the kitchen. Thus, a national self-identification was formed. Today, introducing the British, we, first of all, think about pudding, roast beef and steak, we will attribute pasta and pasta to Italians, and we will jokingly call the French "frog pads". Of course, the climate also played an important role in this issue. The storage conditions of food, the possibility of its consumption, as well as the danger of infection with various viruses and poisoning predetermined the choice of food and the method of its preparation. For example, the Indian table is famous for its extremely spicy food. This can be explained by simple disinfection rules. For the same reasons, many residents of hot countries do not consume dairy and other perishable foods.

Of course, religion has played an important role in the gastronomic choice. A religion that prescribes laws and restrictions has not been able to fail to influence the food industry. And as it spread, people, as a rule, began to give up certain products in order to lead a righteous lifestyle. "Kosher" or "Halal", bans during fasting - all this has become an important component in the expression of national self-identification. Of course, the new norms often fit organically into the already established system. For example, today Muslims and Jews do not consume pork, Hindus do not eat animal meat at all, and Russians are happy to celebrate Maslenitsa with pancakes as a kind of echo of pagan times.

The close relationship of different peoples, cultural communication created the prerequisites for the popularization of food in different countries. Cereals and bread in the Neolithic era spread to Europe and Western Asia. American Indian tribes have enriched European cuisine with foods such as potatoes, cocoa, corn and tomatoes. The set of food components, as well as the methods of their preparation, have developed over time into a stable tradition.

Thus, an unusual set of factors, colliding and intertwining together, laid the foundations for the formation of national cuisines, which are reflected in the linguistic pictures of the world. Every qualified translator understands perfectly well that the inconsistencies in the linguistic pictures of the world are of particular difficulty. Finding the right equivalent can often be confusing. Knowledge of extra linguistic factors in advance facilitates the work ahead, contributes to the establishment of communication. "Without the formation of such ideas and the development of the ability to follow them ... speech ... has every chance of becoming culturally inadequate and either remain useless or produce a negative effect. In any case, productive communication leading to specific results is excluded" [Zemskova, 2009, p. 85].

Let's give a more illustrative example. Gogol's work "Dead Souls" is replete with scenes of eating, such is the plot of the dinner between Chichikov and Sobakevich:

«...подошли к столу, где была закуска, гость и хозяин выпили как следует по рюмке водки, закусили, как закусывает вся пространная Россия, то есть всякими солёностями и иными возбуждающими бла- годатями...»

The translation of this work was offered by two translators: Christopher English - published in 2003, and D.J. Hohart in 1842. The results are as follows:

"The consumed the customary glass of vodka (accompanied by sundry snacks of salted cucumber and other dainties) with which Russians, both in towns and countries preface a meal".

"At the table, which had been set with zakuski, guest and host drank their statutory glass of vodka each, chased it down with the zakuski, just as vodka is chased down, throughout the length and breadth of Russia, in towns and villages alike — that is, with an infinite variety of salty titbits and other appetite — whetting dainties".

Chichikov and Sobakevich drink before meals and, according to Russian custom, have a snack. To the Russian reader, such a phenomenon will seem very common, while the translators had to work hard. In the first snippet, the appetizer and the saltiness merge into a single expression, and we get "snacks of salted cucumber", literally "Appetizer from pickled cucumber". However, if you look at the exact meaning of the word snack - a light quick meal eaten between or in place of main meals (light quick meal between meals or instead of the main course) On the one hand, Chichikov and Sobakevich really eat before meals, but this word is not carries the meaning of what "they eat drunk". The verb to have a snack again turns into something that "preface a meal", which is not entirely true. The second translator, realizing that he cannot express this meaning with another word, resorts to such a technique as transliteration. It turns out zakuski. It is interesting that if in the first version the heroes seized vodka with pickles, then in the second they drank it down ("chased it down with the zakuski"), which is not true, since by "appetizer" we mean a dish, not a drink.

N. Esakova. Citing an example from M. Bulgakov's translation of "The Master and Margarita" into French, she notes that the noun "snacks" was translated as "hors d'œuvre", although the

French word suggests a further continuation of the meal, and in the text the hero was eating vodka ... It would be more expedient to use lexemes such as “mets”, “plat”, “repas” [Esakova, 2001, p. 84].

Thus, the translator is faced with a whole set of tasks: to understand the situation, to isolate lexemes associated with gastronomic discourse, to consider all the meanings hidden in these words, to realize whether the author of the text has added some additional meaning. Paremiyas occupy a special place in the system of gastronomic discourse. So, A.V. Olyanich only in Russian there were about 80 units. This also includes phraseological phrases, which are also often difficult to translate. Of course, the corresponding dictionaries make the task easier, but sometimes the context dictates its conditions.

Let us again give an example from Gogol's *Dead Souls*. To describe the atmosphere in the city, the author uses the expression “porridge has been brewed”, ie. a difficult or unpleasant business has begun. In translation we meet “Total chaos reigned”. The translator does not translate the expression literally. The meaning remains: something bad has happened, but the imagery disappears. One could use stable expressions inherent in the English language, such as, for example, to start the ball rolling, to put the fat in the fire, to make a mass, to stir up trouble, which is equivalent to the Russian phrase “to make porridge”.

The gastronomic metaphor is also interesting for translation. As noted by O.A. Dormidontova, only one word fromage (cheese) can denote form, value and smell in stable expressions. For example, faire des fromages - making “bells” with a skirt, spinning and squatting [Dormidontova, 2011, p. 17].

Today, the approach to translating dishes can be different. If in the translated language there is no full equivalent or the term already fixed in dictionaries, then you have to work hard to find the right way out of the situation. In menus and promotional brochures, as a rule, translators convey titles by transcription, transliteration, or use a descriptive translation; in literary texts, all of the above options are used, and they also resort to adaptations and even omissions, if this does not in any way affect the further development of the plot.

For example, on an advertising poster of one of the Moscow cafes, we come across an offer of a dessert called “Belgian waffles”, knowing full well that they are called “les gaufres” in French. Here the translator gave preference to descriptive translation, focusing on euphony, although in many menus today we can also find the name “Corrugation”.

If we take an example from the aforementioned work, then on one of the pages we can come across a kind of “quick-thinking” dish - quick baked goods, without yeast, baked pancakes or crumpets. If we compare the translations, it turns out that in the first - all food is called by the general name viand (food, provisions, food), in the second - the word dumpling is used - dumpling; apple baked in dough.

The dictionary meaning of dumpling is as follows - a dessert consisting of wrapping of dough enclosing sliced apples or other fruit, boiled or baked (a boiled or baked dessert made from sliced apples or other fruits in the dough).

We see that both options are far from the original. In the first translation, the generalization technique was used, when in the second we observe adaptation. The translator decided to use a dish familiar to the English reader. Thus, gastronomic discourse is a complex phenomenon and at

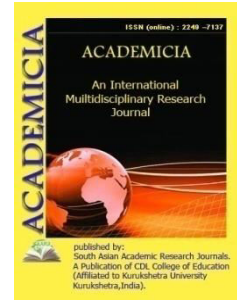
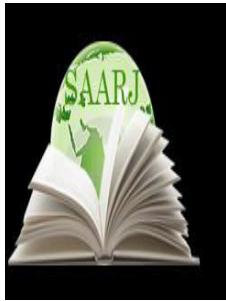
the same time extremely important, since the process of nutrition is vital for the entire population of our planet. Without studying the situations associated with this area, it is difficult even to imagine a foreign mentality. The study of cuisine contributes to the formation of ideas about the culture and customs of the inhabitants of a particular area.

CONCLUSION:

Despite the fact that gastronomic discourse is an integral part of the cultures of all peoples of the world, despite the fact that many situations, traditions and dishes have become known to many, it is not easy for translators to convey all the details without loss. All this happens due to the inconsistency of the linguistic pictures of the world. The study of this issue is extremely important and should be part of the training of a competent translator.

REFERENCES:

1. Gogol N.V. Stories. Dead Souls. Poem. M.: Eksmo, 2002.
2. Golovnitskaya NP Linguocultural characteristics of the German-speaking gastronomic discourse: Diss. ... Cand. philol. sciences. Volgograd, 2007.
3. Dormidontova O.A. Gastronomic metaphor as a means of conceptualizing the world (based on the Russian and French languages): Avto-ref. diss. ... Cand. philol. sciences. Tambov, 2011.17 p.
4. Esakova M.N. Situational realities as a translation problem (based on the texts of M. Bulgakov's works and their translations into French): Diss. ... Cand. philol. sciences. M., 2001.
5. Zemskova A.Yu. Linguosemiotic characteristics of the English-language gastronomic discourse: Diss. ... Cand. philol. sciences. Volgograd, 2009.85 p.
6. Olyanich A.V. Gastronomic discourse in the system of mass communication (semantic and semiotic characteristics) // Mass culture at the turn of the XX-XI centuries: Man and his discourse. M.: Azbukovnik, 2003.438 p.
7. Gogol N. Dead Souls: A Poem. Translated and edited by Christopher English. Oxford; New York: Oxford University Press, 1998.
8. Gogol N. Dead Souls: A Poem / Trans. and ed. by D.J. Hogarth. Dover Thrift edition (originally published in 1842), 2003.



DOI: **10.5958/2249-7137.2021.01774.2**

MODERN METHODS OF TEACHING ENGLISH IN UZBEKISTAN

Khalikova Charos*

*Teacher of 49-school,
UZBEKISTAN

ABSTRACT

The history of the methodology of teaching foreign languages knows numerous attempts to find the most rational method of teaching foreign languages. In modern conditions, the need for more intensive use of the creative and intellectual potential of members of society, the formation and development of their readiness for the emergence and creation of something new as a prerequisite for social progress has become especially obvious. Therefore, it is especially relevant to purposefully develop the creative, adaptive and synergistic abilities of all members of society, to activate their capabilities through the use of special teaching methods to use these capabilities. Such a commitment to society and its implementation is the task of higher education. The classification of methods of teaching foreign languages is a complex issue, since the basis for their name was based on a variety of characteristics. The name of the method is determined by the technique underlying the work on the language, for example, audiovisual, visual. According to the principle of organizing the material, the traditional method is opposed to the method of programmed teaching.

KEYWORDS: *Teaching, Programming, Foreign Language, Principle, Method.*

INTRODUCTION

One of the methods of teaching foreign languages is Lozanov's suggestive method. This method was proposed back in the 50s by the Bulgarian researcher Georgy Lozanov and caused quite wide responses. With this method, ordinary, that is, conscious with concentration of attention, memorization is combined with unconscious, subconscious. This expands the possibilities of memory. The results achieved with this method are impressive: the material is memorized so firmly that the student remembers about 95% after three months, and 85% after one year [1. p. 52].

Main part:

Numerous observations have led to the conclusion that the usual educational system does not provide an opportunity to widely mobilize the reserves of the individual. This method is based on the development of suggestion problems in pedagogy, the so-called suggestionstopedia, which is characterized by the disclosure of memory reserves, an increase in the student's intellectual and creative activity, positive emotional experiences and the associated effect of the absence of fatigue. In this form of experimental learning, much attention is paid to the connection of the educational process with the personal interests and motives of students. Scientists write in their books: "Suggestionstopedia avoids behavioral pseudo-activity, which, on the one hand, is tiresome, and on the other, does not speed up the assimilation of new material. It is designed for inner activity - for activity that stems from a well-motivated positive attitude towards a specific educational process. " Suggestion and suggestibility in the course of classes are considered by methodologists as various forms of the teacher's influence, in which the brain reserves, hidden reserves of mental activity are most actively used [2. p. 159].

According to G. Lozanov, this is a state of pseudo-passivity, expressed in the creation of a mood of calm confidence in the given suggestive program, similar to the mood that arises at a concert. Then the listeners become behaviorally passive, do not make any intellectual efforts to remember or understand something, but surrender to the calm emotional perception of the musical program. It is important that physical or intellectual behavioral passivity is not really a complete passivity of a person, because complex internal processes occur simultaneously with the perception of musical sounds, moods are born, associations arise, ideas flash, etc. And all this, with a general physical and intellectual passivity does not tire.

Against the background of such a concert pseudo-passivity, in the presence of a suggestive attitude toward over-memorization, it is easier to overcome anti-suggestive barriers and release the reserve capabilities of the psyche. Thus, in the created suggestive atmosphere, not only does memory function increase to the level of hypermnesia (over-memory), but also forces are restored in the learning process.

Among Western languages, English, German, Spanish, Italian, Bulgarian, Polish, Czech, French and other languages are being studied. To help the education system, there are such language structures as language courses at the embassies, a wide network of informal language courses, and special training programs organized by the embassies for training and internships in many vital areas of the country's economy. Among them, you can list the language programs of the US and British Embassies, which organize the process of teaching English, both domestically and abroad. Some other embassies have similar programs, for example, Japan and India.

As highly developed teaching methods in foreign languages, there was no shortage of knowledge of grammar and its role in understanding the language in the classroom. The teaching of grammar is largely accompanied by its methods and techniques. In the field of foreign language teaching methodology, there are some specific features that need to be discussed. In English and Uzbek languages, grammar is diverse in the form of the sentence structure. They belong to different language families. But their similarities and differences should be taken into account in order to achieve more effective results in the educational process.

English is the dominant language in the world. There is no way to postpone the influence of this language on other languages. However, its grammatical structure is considered relatively

comprehensive for anyone looking to learn. The focus on comparative philology in the nineteenth century gave energy to grammatical translation as it improved comparison in language systems. By the end of that century, systems-functional linguistics, with its integration of grammar into discourse, influenced the communicative approach through intermediaries in grammar. Larsen-Freeman, as a modern linguist, creates a convincing theory of grammar that should be assessed as a skill, not a competence. The significant trend in its presentation has led many linguists to reflect on this shift in emphasis, for example, from grammar to grammar. Every English teacher should know that grammar is not only the ability to read, but the language itself. From Larsen's point of view, grammar is much more than knowing the rules of language acquisition, although this is always considered part of the construction, it also implies sensitivity to use. The way of teaching requires the specifics of the methodology of foreign languages. In fact, grammar rules are more flexible than teachers think. Larsen-Freeman illustrates the rule that adjectives pre-change headings in English grammar. Yellow field, yellow field. It is obvious from this example that the order of goals can be either an adjective or a sentence. If the adjective itself has a dependent, it can only follow the noun. Field yellow with goldenrod yellow with goldenrod.

Larsen-Freeman explained the semantic theory for this case, stating that the pre-modifier position is the default slot for adjectives, while the post-modifier position is emphasized for more temporal characteristics that may be the result of a specific cause. But this is to illustrate a noticeable phenomenon in general terms. The crux of all this, of course, is that rules must be laid down and adopted in deterministic methods, when in fact many, though not all, are more probabilistic, even flexible, bending when it comes to expressing meaning. As some linguists mention, grammar is not a list of rules that can be applied to any sentence, regardless of the context of use. The use of rules in grammar is flexible, but it can change the meaning of the context. Effectively used communication is marked by an aspect in the use of a grammatical resource that has to do with meaning. This skill is grammar, the dynamic process of relating form and structure to meaningful units. Grammar offers students several options for the formation of a communicative act. Meredith gave Jack advice. Meredith gave Jack some advice. Meredith gave advice to Jack. Meredith advised Jack. Both grammatically, what is the motivation for preferring one over the other? A pragmatic explanation can be offered, based on the tendency to order information in a block from old to new, that is, to an important message in order to get the final focus. So the first sentence is the most likely answer to the question 'What did Meredith give Jack?' "What did Meredith give Jack?", And the second is 'Who did Meredith give advice to?' "Who did Meredith give advice to?" Therefore, choosing one construct over another is not completely arbitrary, but pragmatically informed. The development of English as an international language has generated tremendous interest in sociolinguistics, so it is clear that grammar is being revised in this new atmosphere. It is imperative to be precise so that the grammar allows the same message to be delivered in different ways according to the expected impact on the other side.

Grammar is much more about our humanity than some static list of rules and exceptions. Grammar allows us to choose how we can present ourselves to the world, sometimes in accordance with social norms, but still while establishing our individual identity in society. In fact, each grammatical variation is irreplaceable for that person in this context of use. This is not such an open statement, since the inherent creativity of the target language is always a principle

of transformational grammar. According to Larsen: grammar can be an extension of a creative instinct that goes deeper than language. Thus, grammar is a natural component of the use of language, which forces one to constantly reflect on the relationship between form and communicative purpose. When form is considered inadequate, perhaps due to a changing sociolinguistic environment, it can lead to a revision of the existing grammatical repertoire. In her earlier work, Larsen-Freeman argued that this process ultimately leads to diachronic changes, rules are determined by use, and not vice versa. The Uzbek language is different from the English language, they belong to different language families. In this case, they cannot be in the same position. To begin with, the Uzbek language belongs to the Turkic group of languages and is spoken not only in Uzbekistan, but also in neighboring countries: Kazakhstan, Turkmenistan, Tajikistan, Kyrgyzstan and Afghanistan. The use of the language is not limited, people who use it as their native language appreciate it as an easily comprehensible language that can be learned for students even from other countries. According to statistics, 72% of the population of Uzbekistan is Uzbek; 85% of the population speak Uzbek. Other languages are also used in this country and the vocabulary is carried out by them. However, grammar is a complex aspect of linguistics that hardly changes. The Uzbek language has many borrowed words from Arabic, Persian and Russian. Words and sentences in Uzbek, as in any other Turkic language, are formed using suffixes that are added to morphemes - a process called agglutination. The formation of words is different from European languages. For example: America-dan-man - (I am from America) America from me (I am from America). American dan me siz? - (Are you from America?) America from (+ interrogative particle) are you (are you from America)? The sentence structure in Uzbek has many differences from English. The order of parts of sentences has some differences between English and Uzbek.

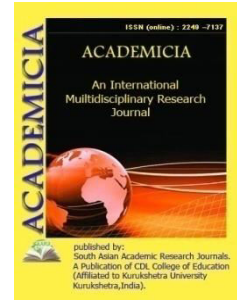
CONCLUSION:

Thus, it is important for us to note that one should not ignore the suggestopedic method in teaching foreign languages, because he, thanks to a special technology, is able to solve a number of educational problems much more successfully than other methods [3. P. 84]. Among such tasks, it should be noted teaching oral forms of communication, increasing the motivation of learning, removing psychological barriers. In cases where a significant place is given for programmatic purposes to oral forms of communication (listening and speaking), we can safely recommend suggestionstopedia as one of the most successful approaches to achieve these goals, for example, within the framework of the communicative approach. However, one should not forget that the use of suggestopedic methods requires a certain correction of theoretical provisions, retraining of teachers and the creation of new training courses that correspond to the conditions of higher education.

REFERENCES:

1. Carter, R. & McCarthy, M. (2006). Cambridge grammar of English. Cambridge: Cambridge University Press.
2. Chomsky, N. (1972). Language and mind. New York: Harcourt Brace Jovanovich.
3. Lozanov G. Suggestology. Sofia, 1971.
4. Lozanov G. Suggestopedia in teaching foreign languages. In collection: "Methods of intensive teaching of foreign languages". Issue 1.M., 1973.

5. Kitaigorodskaya G.A. Intensive learning methodology. M. "High School", 1986.
6. Larsen-Freeman, D. (1997). Chaos/complexity science and second language acquisition. Applied Linguistics, 18(2), 139-157.
7. Tagliamonte, S. & D'Arce, A. (2007). Frequency and variation in the community grammar: tracking a new change through the generations.
8. Language Variation and Change, 19. 199-217.learn101uzbek.org
9. Hancock M.Introduction to uzbek language. Twirpx.com



DOI: **10.5958/2249-7137.2021.01775.4**

IN ABDULLA ARIPOV'S POETRY, PHILOSOPHICAL OBSERVATION AND AN INTERPRETATION OF THE MAGNETISM

Rahimova Gulbahor Karshibayevna*; Jangabayeva Tozagul Bekzod kizi

*PhD, Associate Professor,
Samarkand State University, UZBEKISTAN

**2nd year Student of pedagogical Faculty,
Samarkand State University, UZBEKISTAN

ABSTRACT

Abdulla Aripov's work is different from other creators, the width of the skills of words, is a consuming sentence, a set of sincere and deep-minded words. His lyrics included interpreting the unlimited love, family, family, and creating a beautiful and delicate sense of sense of real happiness atmosphere. He takes a pencil in his heart, but not shaking his psyche, his dreams, and desires of those of those men, but not shouting his psyche, but the verses of His Creator shake every soul It involuntarily captivates a poetry folder. We know only only an influence of the only work of our hearts, which is the weakest and delicate. Sometimes it will be times when we fall into heavy silence without noticing what is happening in our hearts. The purpose of our addictions of the writer's art creation is not to understand the world and to forget the worries of life, forget the worries of life and the world of entertainment. Because it is time to originally known that the world is transient.

KEYWORDS: *Poetry with The Interpretation, Grief And Pain Of Sensory Sensations Of Lyricity, Consensus, Sincerity, Sincerity, Sincerity.*

INTRODUCTION

It is no exaggeration to say poetry, the poems of the world hid in this shield of the single word have become a piece of our oceans. Not only is not only poeting but also the story, novel, narrative story, as listening, are also an integral part of our lives. If they can be acquired with us, it means any difficulty that we do not understand throughout our lives. We know only only an influence of the only work of our hearts, which is the weakest and delicate. Sometimes it will be times when we fall into heavy silence without noticing what is happening in our hearts. At such

times, a book on the page of a book that has caught us to end in a certain page will end in all the poem. Melts the piles of cold snow that is married in a corner of our hearts in an instant. Such warm feces is Abdulla Aripov, author of repeated poems. It can be called "sultan of attractive poems."

Abdulla Aripov seemed to scatter the spring rain over the Uzbek lyric and thirsty soul mates through his poetry. Through his works, we can feel experiences like the cuttings, hope of the dreams that have made up in the human spirit of confusing feelings. The deep and observer ideas of our famous people about him are not the feet. Examples, we can cite the Barius Solomon: "Abdulla Aripov lyrics is embodied the most beautiful aspects of ancient Uzbek poetry. He is the creative that is a symbol of Uzbek. " And Andrei Won't Was Dear written, saying, "Dearly, I wish you young, true, true, and going to be true and every year to every year." tank.

In fact, it is an unexcurrent transmit who has a world of skilled and beautiful words. As Islam Karimov said, as Abdulla Aripov, like Abdullah, is born once a hundred years. His skills are manifested in the line of poems with a unique charm. For example, let's take a poem "Yupanch":

Bechoraman, deya o'kinma, inim,
Senga o'xshaganlar dunyoda bisyor.
Bir parcha non uchun, o'tsin deb kunim,
Tomirdan qonini berguvchilar bor.

"Yupanch" As we read these four Egypt from life, we will gather ourselves, we will be ashamed of we did not give thanks to Allah for our current state. Man said in life that he would not complain for something through his life. He will forget that he must be patient with the difficulties and concerns he face, and it is all from Allah. From his life, he will be complaining about his life. But we don't think there are some people who are worse than self on, and they are overwhelmed by perseverance. Poet: "Bir parcha non uchun hattoki tomirdan qonini berguvchilar" He confirms whether he is and condemns this poem as he condemns the flourishing of man.

Abdulla Aripov will retreat from the use of glorious and forward words. This is how the hell of the states that will happen in a person and that he will sometimes ill figure it will be described, and it will not be able to say to him without telling him. He takes a pencil in his heart, but not shaking his psyche, his dreams, and desires of those of those men, but not shouting his psyche, but the verses of His Creator shake every soul It involuntarily captivates a poetry folder. For example, Abdulla Aripov, who is on the work of the "Taqdirning tuhfalari", is not to be patient with the ungrateful and his life of a person who is in his lives and his life, is likely to be ashamed of himself. There are so many gifts to the destiny that we cannot even reach the audition of them. Every day, our sustenance, our health, and the surrounding, this is all the slands of destiny. In fact, a person is luckic to see the bright world, that is, to have the birth of birth, homeland, and the first steps - a happiness!

Sendan salomatlik so'radim, taqdir,
Axir har kimsaga mukofotdir bu.
To'rt muchang sog' bo'lsa shu o'zi baxtdir,

Qarigan chog'ingda yetar qush uyqu.

Health, health it is given by destiny is a reward for everyone. It is also pleased that a person is asleep as he passed. At such times, if a person only says his own health, as a poet said it, he will suffer.

Life does not always give us good days. It is true that the wind like a storm is true behind the warm breeze. But we do not say to send disaster from destiny. The minds do not like this in a point. But even though we wished these things, we will enjoy it. NA IDOUS, life will not be flat. A day, a day, will recognize the low loud of the rest of our lives, asking us a day on our heads. Although the poet did not ask for himself, he sent him a goal "a goal from the enemy." That is why he was upset and not accompanied by the life, "Sig'may qolganmidi hovlingga ular", he said:

G'anim yuborgin, deb kim aytar senga,

Esi bor har banda bu gapdan kular.

Negadir, bir to'pin jo'natding menga,

Sig'may qolganmidi hovlingga ular.

Abdulla Aripov was plentiful and the environment was plagued by the "foot" at every step, and looking forward to the writer's fall. As the rice said it would not be without a firm, he also had his enemies along with his friends around him. The poet's work was committed to the heirs, even if his enemies would fly to the heirs. They saw the sides of the sisters who saw them are Kemala-Kemira, in the ink of the ink, spilled on paper. As we carefully read his every poem, we feel the footsteps of these pains moved on paper.

But still he agrees with his life. He realizes that he will not escape. Despite so many more, it is pleased to emphasize that life has given him the Motherland:

Baribir, lutfingdan roziman men ham,

Qaylarga borardim taqdirsiz-sensiz.

Eng avval, onadan tug'ilganim dam,

Vatan ato etding, qadim va tengsiz.

Indeed, the giving the person to the person, "Vatan" does not want a fare that the pen is helpless. It is especially far from the poets of the scene. They even tells that the sense of the homeland would be smelled, and that it will take it to the eyes. Poets are so appreciate the motherland! Not only above them, but His works will also infect this mood to the reader of the reader.

At the end of his work, when the poet was sometimes caught his whole fate, and poured out his gratification. "Tepangda Egam bor, shoshilma faqat, Umrni o'zingcha qisqartib yurma", - He will also warn him that he exhorts him shortly.

The purpose of our addictions of the writer's art creation is not to understand the world and to forget the worries of life, forget the worries of life and the world of entertainment. Because it is time to originally known that the world is transient. And we come and leave. If we enjoy the invaluable blessing that is called life, only goodness, noble, mood-effect. Treating them is the duty of artistic creativity.

Abdulla Aripov was used by the phrase "Rag World" in the Sahibkiran Dramas, the great commander, the language of Amir Temur. It is not surprising that the fact that the world is five days and transitions to the poet's viewer delivery to the reader by this word:

Uning "Go'dak nafasidek yupatar yuzni,

Qish bo'yi intizor kutgan bahorim"

In the verses, it is revealed in the wintering of our entire village after the winter months of our people and waiting for it to enter.

Any good deeds and emphasizes that the name of any good intentive person does not be forgotten:

"-Uzilgan bir kiprik abad yo'qolmas" – he said.

The last versions of the "Topgaysan" poet's poet are much more borrowing:

Bolam, xalos bo'lib nafsning qa'ridan,

Bir kun ziyo izlab har yon chopgaysan.

Bizni ham tarixning puchmoqlaridan,

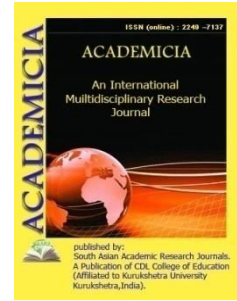
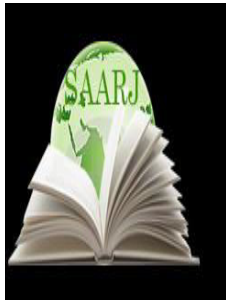
Axtarib, axtarib balki topgaysan.

We mean "nafs" not only eating, drink, but in people: we understand similarities, jealousy, laziness, and hypocrisy. As the poet exhorts the children of the children, it emphasizes that such a person should be relieved of safe steps and qualities that move such a person's life. Through the above lines, the name of the younger generation, the name of the ancestors, are the good, understandable, unequaled, incomprehensible, incomprehensible, incomprehensible, and illustrated, in tongue, seeking human beings. It is as if he has stated that he should find them.

Indeed, we will never forget the ways of meaningful creativity of the poet sincerity and deep. If we want to baptize the Lightlight light, we will face such valuable heritage that our ancestors left for us.

REFERENCES:

1. Umurov H. Adabiyot nazariyasi. –Toshkent: "Sharq", 2002.
2. Oripov A. Adolat ko'zgusi. –Toshkent: "Adolat", 2005.
3. Oripov A. Saylanma. –Toshkent: "Adolat", 2008.
4. Husanboyeva Q., Niyozmetova R. Adabiyot o'qitish metodikasi. – Toshkent: "Innovatsiya-ziyo", 2020.
5. Ziyonet.uz



DOI: **10.5958/2249-7137.2021.01776.6**

THE ROLE OF WORLD EXPERIENCE IN THE ORGANIZATION OF ARCHITECTURAL AND PLANNING SOLUTIONS FOR TECHNOPARKS IN UZBEKISTAN

Hikmatullaev Obid Tulkunovich*

*Faculty of Architecture (PhD) doctoral Student,
Department of Architectural Design,
Tashkent Institute of Architecture and Civil Engineering,
UZBEKISTAN
Email id: architecobid@gmail.com

ABSTRACT

The article discusses the world experience in the design of technology parks. Its general requirements and models have been studied. Recommendations were made on the organizational model of the architectural and planning solution of techno parks of Uzbekistan. A number of innovative technology parks have been created in Uzbekistan since 2017, which creates great opportunities for them. Currently, there is a need for the correct organization of techno parks in each region, for the improvement of architectural and planning solutions. For example, in Russia, 13% of general techno parks operate according to the university model, 11% according to the infrastructure model, 32% according to the innovation model and 44% according to the partnership model.

KEYWORDS: *Techno Park, Design, Model, Science, Innovative Technologies, Development.*

I. INTRODUCTION

Long-term world scientific and industrial experience has shown that techno parks are the main means of implementing scientific ideas and promising innovations that have practical and material value in the shortest possible time. A number of innovative technology parks have been created in Uzbekistan since 2017, which creates great opportunities for them. Currently, there is a need for the correct organization of techno parks in each region, for the improvement of architectural and planning solutions. In search of an effective solution to this problem it is important to analyze the world experience of creation of modern technology parks and define the features of their formation.

II. MAIN PART

The goal of techno parks is to unite high-tech companies in their field and create prototypes of innovative products, as well as provide a full range of development services. Modern techno parks include three main components that are inextricably linked and form a single complex: a) research objects; b) production facilities; c) administrative and public facilities.

The main objects of techno parks: buildings and structures of the technopark; living space; Industrial zone; green areas; main streets [1].

The International Association of Science Parks (IASP) emphasizes the equivalence of concepts such as “techno park”, “technopolis”, “technology zone”, “research park” and “science park”. The term "science park" is commonly used in the UK, "research park" in the US and "techno park" in the CIS [2].

Techno parks can belong to three organizational models: America, Asia and Europe [4].

The American model is described as a functional planning structure with a unified service system for innovative enterprises. The level of development of the structure, the level of service and territorial boundaries are determined by the capabilities of the technical base of the technopark, the quality and density of building.

The first techno park was the result of the interaction of several economic, social and regional conditions, for example:

- society's need for technological innovation;
- high land prices in central areas, where the campus, and low in the suburbs;
- The University conducts research funded by the state.

As a result, the university began leasing vacant land to partially innovative companies at low prices. The environment created in this way has facilitated the active growth of new and existing high-tech companies. The territorial proximity and social ties between companies and university employees (many teachers and students worked in innovative companies) contributed to the formation of a unique environment called the "techno park" [3]. It was on the basis of these factors that the American model of techno parks was formed (Figure 2).

There are three types of science parks in the United States: 1) science parks; 2) research parks (new developments will develop only at the level of technical prototypes); 3) business incubators [5].



Figure 2. The first technopark in the USA - Stanford Research Park.

This is how the first technopark in the United States appeared - Stanford Industrial Park. It is now called Stanford Research Park and is home to over 150 companies.

This technopark is located on the campus of Stanford University. The Techno Park has administrative buildings, offices and shopping and entertainment facilities. This techno park, located in a free zone, is the city's premier innovative real estate.

There is no single model for European technology parks. Incubator-type technology parks, called innovation centers, are common in most countries, but they vary considerably in size, the composition of client firms, and the degree of dependence on research centers. The purpose of creating a techno park here is to accelerate scientific development, revive economic activity, and create new jobs [6].

Most European technology parks are located on the territory of universities with a long history, and their architecture contains buildings of historical value.

The generally accepted requirements for the creation of technology parks and innovation centers were developed by the European Association of Techno parks:

- the presence of large green areas;
- high quality of architectural solutions of buildings and complexes of techno parks;
- Developed infrastructure.



Figure 3. Skolkovo Innovation Center in Russia

The European experience has completed the formation of the general idea of techno parks, complementing the American experience with a high culture of organizing places for the application of intellectual labor, more advanced models for combining science, education and business and their architectural complexes. The Techno Park acquired a number of new functional elements, and thus became a unique architectural object with a specially organized environment, and not a conditional area is given for chaotic development [3].

Techno parks in Russia appeared in the 80s of the last century. Techno parks in Russia are formed on the basis of 4 different functional models. For example, in Russia, 13% of general techno parks operate according to the university model, 11% according to the infrastructure

model, 32% according to the innovation model and 44% according to the partnership model. The experience of creating techno parks based on industrial enterprises in Russia has become more successful. By 2020, the number of techno parks in Russia was 179. One of the largest technopark projects in Europe is the project of the Skolkovo innovation center - a modern innovative city with unique and high-quality architecture (Figure 3). It consists of quarters, each of which has its own structural and functional elements. Each area has everything you need to live and work.

The master plan of the Skolkovo innovation center pursues the following main goals:

- surround the center with a green zone;
- creating opportunities for effective interaction of human, scientific, research and business institutions that form the basis of the innovation environment;
- ensuring a high quality of life based on the principles of sustainable development and, thereby, increasing the attractiveness of the territory.

The Skolkovo Innovation Center is located on an area of 400 hectares. The technopark building with a total area of just under 100,000 square meters has a small office, laboratory, coworking center, cafe, shop, congress hall and public areas. 15,000 employees live and work at Skolkovo. The Technopark is located 3 km from the highway. From Technopark to the center of Moscow 20 minutes drive. Skolkovo conducts research in 5 specialties: biomedical technologies, energy-saving technologies, information and computer technologies, space technologies and nuclear technologies.

The Asian model plays an important role in the creation of technoparks in most countries of the Eastern Hemisphere. In the Asian model of technoparks, Japanese technoparks play an important role. The Japanese model of research areas laid the foundation for entirely new “technopolis” cities. They combine scientific research in advanced industries, ensure the constant repetition of innovations, the integration of fundamental research and applied developments, their application in practice, thereby establishing themselves as a rapidly developing form of integration of science and production. The word technopolis itself originated in Japan in the 1980s and refers to the synthesis of two important ideas based on Japan's industrial strategy. To obtain the status of a technopolis, the city had to meet such requirements as the presence of a university, high convenience of transport, and a well-developed infrastructure. In contrast to the US Silicon Valley, Japanese Technopole concept requires a more balanced approach to the development of high technologies. This suggested not only focusing on technology, but also creating entirely new science cities with research and technology centers, new universities, residential buildings, parks and cultural institutions.

These technopolises are composed of three interrelated areas:

- scientific corps of universities, state research institutes and corporate research laboratories;
- industrial zone with factories, logistics centers and offices;
- Living quarters for researchers and their families.

In the Asian region, the idea of techno parks reached a new level, which led to the emergence of technopolises. Techno polis is, in fact, a translation of the idea of creating a techno park for the

entire city. Although technopolises were created earlier, France has succeeded in this regard, but it is the Japanese state program that has mandatory requirements for technopolises, for example:

- population of no more than 200,000 people;
- natural areas;
- Access to half-hour transport from a major regional center.

Later, the ideas of technopolises became popular in Asian countries. Currently, large technology parks are built in China, India, Malaysia and Singapore [3].

Tsukuba Science City- This is the largest project in Japan ([Figure 4](#)). Tsukuba Science City actually covers the whole territory of Tsukuba and is divided into two main areas: "Research and Education District" is the territory of research and educational institutions, which includes



Figure 4. Tsukuba Science City in Japan

residential and public spaces (about 2.7 hectares), but also has an area of about 25.7 hectares suitable for construction. In August 2008, the population of Tsukuba was 209,000, of whom 78,000 lived in the science and education area and 131,000 in the neighboring areas. Further growth in population and construction will soon transform the science city of Tsukuba into a large technology city in Tokyo, according to an analysis by the ministries of land, infrastructure, transport and tourism.

According to research by Japanese scientists, in the process of their evolution there are three main functional types of technopolis - industrial park, incubation center and science park. There are also three conceptual zones - a park, an incubator and a research institute.

Currently, there are 4 models of technoparks in the CIS countries: university model, infrastructure model, innovation model and cooperation model.

Since 2017, Uzbekistan has also begun to pay more attention to the construction of techno parks. IT-PARK in Tashkent and Yashnabad techno parks are among the existing techno parks. Technological park of software products and information technologies - "IT-PARK" - one of the first technoparks in the Republic of Uzbekistan [7] ([Figure 5](#)). IT-Park is a complex of premises, buildings and structures for IT companies that provide launch and marketing of promising start-up projects in the foreign economic zone, including integration with scientific and educational organizations. Its construction began in 2019. There will be gradually built 17 buildings, including a 20-25-storey office building, 22-storey hotel, a university, a conference room, a coworking center and other facilities. Currently, 2 buildings of the complex have been built. Its construction began in 2019. There will be gradually built 17 buildings, including a 20-25-storey office building, 22-storey hotel, a university, a conference room, a coworking center and other facilities. Currently, 2 buildings of the complex have been built. This will allow talented young people to find decent jobs with high salaries. Now the number of its residents has reached 411



Figure 5. IT-PARK Technopark in Tashkent

people. In addition, by 2023, it is planned to create branches of the IT park in Nukus, Bukhara, Namangan, Samarkand, Gulistan, Urgench and other cities.

The Yashnabad Innovation Technopark was created with the aim of creating favorable conditions for the development of high technologies, ensuring sustainable

development of scientific, technical and innovative entrepreneurship, creating small

innovative enterprises, producing and supplying competitive, high-tech products to the domestic and foreign markets. The Technopark was established in 2020. At the moment, 32 projects have received the status of a resident of the Yashnabad Innovation Technopark. They work in the following areas: chemical technology, biotechnology, pharmaceuticals and medical biotechnology, plant protection products, agriculture, building materials, information and communication technologies, etc. The building of the Yashnabad innovative technopark is located in the Yashnabad district of Tashkent. Its area is 7.5 hectares [8].

The experience of India and Russia in organizing these technoparks has been thoroughly studied. 51% of the world's technoparks are parks with a total area of up to 20 hectares. According to the International Association of Science Parks (IASP), they are considered small technology parks. These technoparks are urban-type technoparks. In the Republic of Uzbekistan, a “complex model” is used in the spatial organization of the architecture of technoparks. The advantage of this is that the technoparks are located within the city and are in close proximity to it. However, due to its urban location, it may not have large green recreation areas such as European technology parks. In addition, it is planned to build an Uzbek-Turkish Technopark, Sergeli Technopark and Tashkent State Technical University in Uzbekistan. Design work is currently underway.

Despite the diversity of research areas of technoparks, this is, first of all, a territory that combines research activities, industrial facilities, exhibition areas, educational institutions and infrastructure to promote innovative projects. The formation process of each technopark is individual. This requires deep planning in advance.

II. CONCLUSION

1. The International Association of Science Parks (IASP) emphasizes the equivalence of concepts such as “technopark”, “technopolis”, “technology zone”, “research park” and “science park”. In Great Britain the term “science park” is usually used, in the USA - “research park”, in the CIS countries - “technopark”.
2. In the world experience, the main features of the formation of technoparks are: the correct choice of location; well-organized management; developing relationships with business and educational institutions; appropriate organizational and legal form and infrastructure; marketing, financing.
3. The definition of a technopark in the scientific literature is very variable and depends on the field of study. Technoparks (science parks) are territories that combine research activities,

industrial facilities, exhibition areas, educational institutions and infrastructure to promote innovative projects.

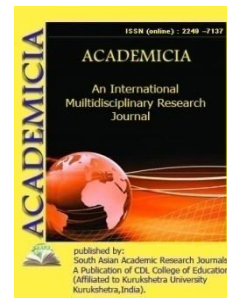
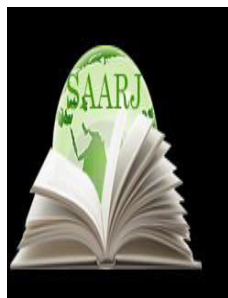
4. Modern technoparks include three main components, which are inextricably linked and form a single complex: a) research complexes; b) production facilities; c) administrative and public facilities. The main objects of technoparks: buildings and structures of the technopark; living space; Industrial zone; green areas; main streets; highways in the area of the technopark.
5. The similarity of the American and European models: in both models, large areas are built up with low-rise buildings and structures, which ensures a low density of land use. The difference between the two is environmental protection. In American technology parks, industrial complexes are located in a very chaotic manner, with no restrictions on environmental protection and ecological considerations. As a result, the ecological situation here has worsened. From the very beginning, great attention was paid to improving the natural and ecological situation in European technology parks.
6. In the Asian region, the idea of technoparks reached a new level, which led to the emergence of technopolises. Technopolis is, in fact, a translation of the idea of creating a technopark for the entire city. Technopolises were created earlier, France has succeeded in this regard, but it is the Japanese state program that sets the mandatory requirements for technopolises, for example: population of no more than 200,000 people; picturesque natural areas; access to half-hour transport from a major regional center. The Japanese model of research areas laid the foundation for entirely new "technopolis" cities. Unlike the American Silicon Valley, the concept of Japanese technopoles requires a more balanced approach to the development of high technologies. He proposed not only focusing on technology, but also creating entirely new science cities with research and technology centers, new universities, residential buildings, parks and cultural institutions. The zones of these technopolises consist of three interconnected areas: the scientific corps of universities, public research institutes and corporate research laboratories; industrial zone with factories, distribution centers and offices; living quarters for researchers and their families.
7. According to the International Association of Science Parks (IASP) classification, technology parks with a total area of up to 20 hectares are considered small technology parks. Technoparks built to date in the Republic of Uzbekistan are urban-type technoparks.
8. Based on the experience of Europe and Asia, it is recommended to design technology parks in the Republic of Uzbekistan according to the "integrated model". This model has a very loose fit over an area much larger than the point model. It is located within the city limits and is in close contact with it. This allows placing additional buildings and structures with their own functional capabilities on the territory of the technopark, as well as creating a full-fledged green zone. Based on world experience, the construction of technoparks in the spatial solution "Integrated Model" can be divided into several stages. First of all, the main part of the technopark will be created. It covers the following areas: scientific, educational, laboratory, industrial and business incubator. Some time after the launch of its main part, it will be necessary to create appropriate conditions for existing companies and expand new directions. One of the advantages of this model is the ability, if necessary, to increase the

area of any area. At the same time, the region can develop as business and science-oriented companies grow and create new directions: commercial, exhibition, entertainment and others.

9. Although the scope of research for technology parks differs, it is primarily an area that brings together research, industrial facilities, exhibition space, educational institutions and infrastructure to promote innovative projects. The formation process of each technopark is individual. This requires deep planning in advance.

REFERENCES:

1. Topoeva A.N. Architectural research - solid glazing in the architecture of technoparks, Voronezh 2018.
2. Concept, functions and tasks of technoparks. [Internet source] <https://www.raexpert.ru/researches/technopark/part1/>
3. Rykov K.N. Features of the architectural organization of the structures of technoparks, IarkhI SFedU 2014.
4. Allen D., Burr D., Broadhurst T. Science Park: Organization and Management, Spain 2000.
5. Dianova-Klokoova I.V., Metanyev D.A., Khrustalev D.A. Innovative scientific and industrial complexes: Textbook. LAP Lambert Academy Publishing. - Saarbrücken, 2015.
6. Rykov K.N. Technoparks on the basis of higher educational institutions, Rostov-on-Don 2014.
7. IT-PARK is the locomotive of the IT industry in Uzbekistan. [Internet source] <https://it-park.uz/uz/itpark>
8. Yashnabad Innovative Technopark. [Internet source] <https://yait.uz/>



DOI: **10.5958/2249-7137.2021.01777.8**

ASSOCIATION OF COLORING LEXEMAS IN O.MATJON'S POEMS

Rahmonov Husanboy Abjalilovich*

*Independent Researcher,
Kokand State Pedagogical Institute,
UZBEKISTAN
Email id: husan@.ru

ABSTRACT

Linguistic units that are associatively related to each other play an important role in the semantic-syntactic formation of any text. Associative units have the ability to form the text not only logically and structurally, but also to predict the content of information expressed in it. For example, the associations of cold, frost, sleet, snow, and storm, which are formed in relation to the winter lexeme among language speakers, indicate that the image of winter is reflected in the text composed of these units. Such units, known as verbal associations, serve as the basic units that make up a text, semantically and syntactically as D.Lutfullayev mentioned.¹ This fact shows that we need to learn associative features which is forming base units semantically in I of text.

KEYWORDS: *Associations, Linguistic, Semantically, Syntactically, Language, Structures, Text, Logically*

INTRODUCTION

In language, associative units are formed under the influence of various factors. Among the linguistic features of a language unit in the formation of associative units are cultural, political, religious views, knowledge of reality, experiences, life experiences, personal characteristics (age, gender, occupation, social status, interests). External factors also play an important role.

In O. Matjonovpoets you can see the linguistic factors and their roles in the formation of verbal associations. Associativeness is the moassociativeunits which were used in his poems show the attitude of O matjonov fo Associative units which were used in his poems show the worldwide of O. matjonov about something which is going on in the world and Wich is important for his compatriots. Below, on the basis of the analysis of O. Matjon's poems depicting black and white, we will try to determine his perceptions of these colors, his subjective attitude to the views formed in Uzbek culture in connection with colors.

It is known that Uzbek people have their own view and impressions about colours. For example people find that white is a symbol of peace, kindness, light, purity and peacekeeping. For example, the fact that the dress of a bride at a wedding is white indicates that she is as pure as the color of the dress. In Islam, the white of the clothes worn during the pilgrimage to Mecca is also a symbol of purity. Soldiers who have lost battles in the past have also reported surrendering under a white flag. White was also considered the color of peace ambassadors and neutral parties.² The white dove is a symbol not only of the Uzbek people, but also of other nations. However, in some regions of the country, including Navoi and Samarkand regions, white is also described as a symbol of mourning.

According to the sources, the names of colors are also mentioned in the Qur'an, and each of them indicates something. White colour is described as a light, sun shine, Bomdod and morning, face of paradise people, illness of eye appeared by crying hard, colour of miracle which was given to MusoAlayhissalom, colour of a way lying between mountains, colour of a drink of paradise people.³

In Islam, there is a certain symbolism in the fact that the shroud is made of white cloth, which means that the white shroud reflects the idea that the dead person will travel to the afterlife in a pure state. The perception of white as a symbol of mourning is also observed in other nations. In particular, in the culture of China, India, Korea, white is the colour of mourning.⁴ It is clear that different peoples have their own ideas about white.

Black is still described by our people today as a symbol of evil, darkness, sorrow and death. In the Qur'an, black is the darkness of the night, the faces of the people of Hell, grief, sorrow, annihilation, withering; the color of some of the mountains. Such views on black and white have been variously described in works of art by word artists. In particular, the white lexeme in O. Matjon's poems is, first of all, a lexeme denoting the natural color of objects. At the same time, the lexeme was used in a figurative sense, meaning "purity", "peace".

The expressions depicting white in O. Matjon's poems reflect the following ideas of the artist related to this color:

White is snow.

White is a white dove:

Snow! Whiteness! It looks to me like a dove with silver wings floating all over the world.

It is clear from this passage that in the poet's thinking, white is associatively associated first with snow and then with a white dove.

White, it is white paper

A good poet's wife is a good idea,

There is no rocks that are not taken by army of words

Patterns, shadows that do not fade for years,

Recite your poem for the people, leave it in the white,

Leave your soul in the blue flag! («Bakhshi»)

It is clear from the poem that the lexeme of the poem restored the unity of the white paper in the poet's memory.

White is a cotton crop:

It is snowing in distant lands

If the mountains are the subject of a conference,

Not to mention cotton

I can see white mountains in my country. ("Speech about our cotton")

In this verse, the poet describes an interesting case of associative thinking in connection with the mountain lexeme. In other words, although the poet did not hear the word cotton in these four, the mountain lexeme states that he imagines white mountains, that is, a cotton crop. In this case, there is an associative link between the mountain-white mountain (cotton harvest) units.

It is understood that in O. Matjon, white color, first of all, revives white objects: snow, white dove, white paper, cotton.

It is natural that the white lexeme in the memory of Uzbek speakers remembers, first of all, snow, chalk, cotton, which are found in nature in this color. This is evident from the associative experiences that have been observed in other nations as well. From the given information by A.S. Shustova it is said that белый (white) is related to snow first of all in a books of which were written "Explanatory Dictionary of the Living Great Russian Language", by I.V.DAL S "Dictionary of the Russian Language" by S.I. Ojegov "Explanatory Dictionary of the Russian Language" D.N. Ushakov and "Large Explanatory Dictionary of the Russian Language" by S.A. Kuznetsov.⁵

This also indicates that the white lexeme reminds language owners primarily of white objects.

In O. Matjon's following four, the white lexeme does not form a color image as a result of its figurative meaning:

So many handed out caravans, waited

The world's great and small roads,

He died in the fall as a caravan

Spring white dreams of my country. ("Speech about our cotton")

The analysis of examples from O. Matjon's poetic works shows that word combinations formed in Uzbek with the participation of white and black lexemes and firmly rooted in the memory of linguists, as well as parts of phraseological units are connected with each other on the basis of associative relations. That is, not only the grammatical and semantic interrelationships of the components, but also the associative relationship play an important role in the formation of such units.

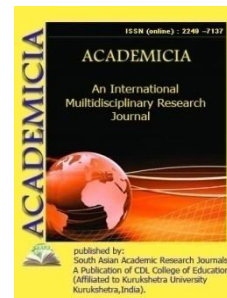
It is based on the associative connection of phrases and speech components in the speech process. In other words, the associative connection of words leads to the formation of phrases and sentences. Commenting on this, D. Lutfullaeva notes the following: "Verbal associations lead to the creation of different speech structures. For any speech structure, semantically

associatively linked units (lexical, syntactic units) serve as a base unit. The associative structure in the stimulus word + response model can serve to express a specific situation”.⁶ This conclusion was once made by the famous Russian linguist Yu. Karaulov. According to the scientist, any motivating word – a pair of response is an unfinished sentence, which is the necessary part or grammatically formed part of the sentence, its core.⁷

Linked language units are the most important units that make up a text semantically and syntactically, a feature that is confirmed in the analysis of units related to white and black lexemes in O. Matjon’s poems.

REFERENCES

1. Lutfullayeva D. Theory of associative linguistics.-Tashkent. “Meriyus”, 2017.-B 64
2. See about that. What is the meaning of colors // <https://saviya.uz/turfa-olam/ranglarda>
3. The colors mentioned in the Qur'an // [https://ok.ru/group/53827348463870/topic / 64720058963454](https://ok.ru/group/53827348463870/topic/64720058963454)
4. Белый – White // <https://ru.abcdef.wiki/wiki/WhiWhit>
5. Shustova A.P. The spectrum of meanings and associations of the lexeme is white in Russian and in texts of various kinds: universal and specific // <http://dspace.kgsu.ru/xmlui/handle/123456789/5451>
6. Lutfullaeva D. Asotsiativtilshunosliknazariyasi. - Toshkent: “Meriyus”, 2017. - B. 126
7. Karaulov Yu.N. Russkiyassotsiativnyslovarkak new lingvisticheskiiyistochniki instrument analizazykovoy sposobnosti // Russkiyassotsiativnyslovar. Kniga 1. – M., 1994. – S. 191



DOI: **10.5958/2249-7137.2021.01779.1**

TRANSLATION DIFFICULTIES FROM ENGLISH TO RUSSIAN

Mirxanova Matlyuba Sadikovna*

*Teacher,

Uzbek language and literature Department,
Tashkent Institute of irrigation and agricultural mechanization Engineers,
Bukhara branch, UZBEKISTAN

ABSTRACT

The article describes some translation difficulties of the words from English to Russian. As we know understanding foreign language text is difficult skill which requires good preparation. Even knowledge of grammatical norms and lexis doesn't guarantee best results. Difficulties of translation from English to Russian can appear for different reasons-from the problem of defining the meaning of the word to misunderstanding of syntactic structure of the sentence. So there are some examples given in the article.

KEYWORDS: Translation, Unknown Words, Meaning Of The Word, Misunderstanding, Lexis, Homonyms,

INTRODUCTION

Understanding foreign language text is difficult skill which requires good preparation. Even knowledge of grammatical norms and lexis doesn't guarantee best results. Difficulties of translation from English to Russian can appear for different reasons-from the problem of defining the meaning of the word to misunderstanding of syntactic structure of the sentence.

The main task of the translator is to have adequate text close to original one. But as we know every language has its own features, that's why it is difficult to produce the exact meaning of the original text. The analysis of the main errors of translation from English into Russian can solve this problem.

Choice of correct meaning of unknown words

While translating we can meet unknown words for us, the meaning of which we have to find in the dictionaries. In this case, we can have the first problem: which of these several meanings to

choose? As in Russian language English also has homonyms-the words which have the same sound and shape, but are translated differently. Forexample:

bank – «берег» и «банк»;

flat – «квартира» и «плоский»;

bark – «лай», «лаять» и «кора»;

bat – «летучая мышь», «бита» и «моргнуть»;

stalk – «выслеживать» и «стебель»;

well – «колодец» и «хорошо».

lie – lie ложь/лгать – лежать

mean – mean – mean (значить – посредственный/низкий – средняя величина): what do you mean? it was mean of him to say it; mean speed

bat – bat – bat (летучая мышь – бита – моргнуть): blind as a bat; a baseball bat; not to bat an eyelid

band – band (отряд/группа – завязка): a rock band; a rubber band

This kind of words can be met a lot in the texts.

New comers can have such difficulties with correct translation of the words. For example, the sentence «It is a flat» they can translate as «Оно плоское» or «Это квартира». A good translator pays attention to the article which shows that the word «flat» in this case is subject.

Another example: In the sentence "They ship silk to England", someone who is just learning to translate from English may choose the most common meaning of the word "ship" - "КОРАБЛЬ". However, from the context of the sentence, it is clear that here it should be translated as a verb: «Они отправляют шелк в Англию». Just like in the previous case, knowledge of grammar will help you choose the appropriate meaning - in an English sentence, the subject is followed by a predicate.

HOW TO OVERCOME POLYSEMY OF WORDS?

It's not just homonyms that can make translating an English text difficult. Some words have several different meanings, often far from each other. Forexample:

power – «сила, власть, держава, энергия, полномочия»;

community – «сообщество, община, население, круги, объединение»;

record – «запись, история, данные, протокол, отчет, рекорд, пластинка»;

office – «офис, служба, обязанность, долг, власть, ведомство»;

case – «случай, дело, факты, доказательства, медицинский случай».

The rules for translating English words with multiple meanings come down to a careful studying of the context. In many cases, neighboring words help to make meaningful connections and select the correct meaning. For example, in the sentence "Electric power can be transferred over

long distances", the meaning of the noun "power" («энергия») helps select the definition "electric" (электрическая).

In complex situations, the overall meaning of the whole text or passage will have to be considered in order to select the meaning. An analysis of the author's style, extra-linguistic context and other factors may also help.

DETECTING MEANINGFUL WORD MATCHES

The rules for English to Russian translation assume that both languages have to be considered. In the process of interpreting individual words or phrases, it's important to correctly identify correspondences. Sometimes the meanings of lexical units in the two languages completely correspond to each other: "seven" is "семь", "June" is "июнь".

In more complicated cases, the meaning of an English word may be described differently in Russian. For example, "variability" can be translated as "impermanence" or "variability" («непостоянство» или «изменчивость») depending on the context.

Some English words do not have equivalents in Russian, so they can be translated descriptively. For example, "facilities for studies" can mean "study facilities" or "time needed for studies".

"FALSE FRIENDS" OF THE TRANSLATOR

Difficulties translating from English to Russian can arise because of words that cause incorrect semantic associations. These are the translator's "false friends" - they look similar to Russian words, but they have a different meaning. For example:

decade – not «декада», but «десятилетие»;

list – not «лист», but «список»;

data – not «дата», but «данные»;

dramatic – not just «драматический», but also «яркий, неожиданный».

To avoid making mistakes when translating from English into Russian, you should check all unfamiliar words with a dictionary. Sometimes difficulties can arise with the plural of nouns, in which they take on new shades of meaning. For example, "development" in singular means "развитие, участок, микрорайон" and "developments" (plural) means "события".

OTHER DIFFICULTIES OF TRANSLATING TEXTS

Syntax in English differs from Russian, therefore we often have to change the word order in translation. For example, the sentence "They say that a new cinema will soon be built here" is better translated as "Говорят, что скоро здесь построят новый кинотеатр" rather than "Говорят, что новый кинотеатр скоро построят здесь".

There are articles in English that have no equivalents in Russian. The peculiarities of their translation are that sometimes you have to use the function parts of speech to convey meaning, and sometimes they have to be omitted. For example, I am a woman is translated as Я женщина (the article is not translated); I am the woman is translated as Я самая женщина (the article is translated as that one, but other variants are also possible depending on the context).

CONCLUSION

Peculiarities of translation from Russian into English and vice versa are connected with significant differences of these two languages. In order to understand the meaning of a foreign language text, it is not only necessary to learn individual complex cases, but also to acquire systematic knowledge. That's why good, practice-oriented English language courses help effectively develop the skill of translating texts as part of the learning process.

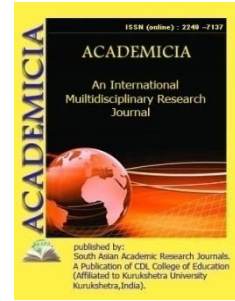
Modern methods focus on the acquisition of a living language, so vocabulary is not learned in isolation, but as part of the flow of spoken or written texts. This allows you to understand the context, confidently select the correct meaning of a word and quickly find its correspondence in Russian during the translation process.

REFERENCES:

1. Zaripova R.A. Manual on methods of teaching foreign languages, -T.,: Teacher, 1986.
2. Jalolov J. Methods of teaching foreign languages, T.,: Teacher, 2012.
3. I.A. Karimov "Harmoniously developed generation - the basis of development of Uzbekistan", Tashkent, "Sharq" publishing house, 1998.
4. A.I. Thomson "On the study of foreign languages in the Middle Ages." Pedagogical collection, 1891.
5. Jumaniyazov A.J. Deutsch. Teacher Publishing House, Tashkent, 1995.
6. Z. Toshov. Landskunde. Buxara.2010.
7. Gafarova, Z. Z., Bozorova, M. A., Jumayeva, S., Idiyeva, L. I., &Radjabova, L. U. (2020). Synchronous Translation-a Complex Set of Cognitive Processes. International Journal of Psychosocial Rehabilitation, 24(1).
8. Jumayeva, S. (2019). Drills and Dialogues in English Lessons. International Journal of Scientific Research and Modern Education (IJSRME) Volume, 4.
9. Khikmatovna, J. N. (2020). NEW IN ENGLISH LANGUAGE DISTANCE TEACHING. International Engineering Journal For Research & Development, 5(7), 4-4.
10. Sadikovna, M. M. (2020). Improvement Of Mechanisms For Teaching Theory And Practical Skills Of Future Russian Teachers Using Media Technologies. International Engineering Journal For Research & Development, 5(7), 4-4.
11. Ражабов А. У. ТРАДИЦИОННЫЕ ПРИЕМЫ КЛАССИЧЕСКОГО ДЕТЕКТИВА В РОМАНЕ ДЭНА БРАУНА «АНГЕЛЫ И ДЕМОНЫ» //ИННОВАЦИОННЫЕ ПОДХОДЫ В СОВРЕМЕННОЙ НАУКЕ. – 2020. – С. 39-43.
12. Ismatovna I. L. Listening at lessons of a foreign language //Достижениянауки и образования. – 2017. – №. 5 (18).
13. Ашурбаева Р. К. КОНЦЕПЦИЯ ИНТЕГРАЦИИ И ЕЕ ПРИМЕНЕНИЕ В ОБРАЗОВАНИИ SOI: 1.1 / TASDOI: 10.15863 / TAS Международный научный журнал «Теоретические и прикладные науки» p-ISSN: 2308-4944 (печатный) e-ISSN: 2409-0085

(онлайн) Год : 2020 Выпуск: 02 Том: 82 Опубликовано: 21.02.2011 2020 [http. T-Science.org](http://T-Science.org)

14. Ashurbaeva R.K. The Concept Of Integration And Its Application In Formation Soi: 1.1 / Tasdoi: 10.15863. TAS.
15. Erkinovna, T. M. (2020). The comparative description of adjectives in Spanish and Uzbek languages. Proceeding of The ICECRS, 6, 132-134.
16. Shukhratovna, Y. N., Togamurotovich, R. J., Tashtanovich, O. M., Erkinovna, T. M., & Ismatovich, G. S. (2019). Integration of new technologies for language learning processes. Academia Open, 1(2).
17. Гафарова З. З. Духовно-моральные и философические идеи ренессанс в драмах Виллиама Шекспира // Ученый XXI века. – 2016. – С. 81.
18. Гафарова З. З. Английский гуманизм в идеологии XVI века // Молодой ученый. – 2015. – №. 11. – С. 1583-1585.
19. Usmanovna R.L. Systematic And Activity-Based Approach To Teaching The Russian Language In Universities // International Engineering Journal for Research and Development. - 2020. - T. 5. - No. 8. - S. 4-4.
20. Shokirovna J. S. Distributional Formulas Of Subordinative Compounds // International Engineering Journal For Research & Development. – 2020. – T. 5. – №. 7. – С. 4-4.



DOI: **10.5958/2249-7137.2021.01772.9**

ESSENCE OF THE COMPANY'S PROFIT

Alieva S. Susanna*

*PhD. Associate Professor,
Samarkand and Institute of Economics and Service,
UZBEKISTAN

Email id: susanna2003@rambler.ru,

ABSTRACT

In the paper presents various points of view regarding the essence of profit. In particular, special attention is paid to the sources of its formation, according to various scientists. The essence of profit in the context of various types of competition is stated. The theory of the essence of profit is considered from the point of view of the Theory of monopolistic competition by E. Chamberlin. The point of view is expressed that the modern Western theory of profit is characterized by electivity, the presence of very different ideas about its economic content. Integrity is noted only in relation to the interpretation of the social essence of profit –in denying its exploitative nature and recognizing it as a legitimate, “natural” form of income.

KEYWORDS: Profit, Essence Of Profit, Sources Of Profit, Competition, Prices.

INTRODUCTION

The enterprise independently plans its activities and determines development prospects based on the demand for manufactured products and the need to ensure production and social development. Profit has become an independently planned indicator, among others. In a market economy, the basis of economic development is profit – the most important indicator of the efficiency of the enterprise, the source of its life. However, it cannot be assumed that the planning and formation of profits remained exclusively in the sphere of interests of only the enterprise. The state (budget), commercial banks, investment structures, shareholders and other holders of securities are equally interested in this. The formation of a tough competition mechanism, the volatility of the market situation make it necessary for the enterprise to effectively use the available material, labor and financial resources, on the one hand, and on the other, to respond in a timely manner to changing external conditions, which include: the financial and credit system, tax policy of the state, pricing mechanism, market conditions, relationships

with suppliers and buyers. Due to the listed reasons, the directions of analytical activity are also changing.

The work of an enterprise in the context of the transition to a market economy is associated with an increase in the stimulating role of profit. The use of profit as the main estimated indicator contributes to an increase in the volume of production and sales of products, an increase in its quality, and an improvement in the use of available production resources. The strengthening of the profit's role is also due to the current system of its distribution, in accordance with which the interest of enterprises in increasing not only the total amount of profit, but also especially that part of it that remains at the disposal of enterprises and is used as the main source of funds allocated to production and social development, as well as material incentives for employees in accordance with the quality of labor expended.

To ensure high economic efficiency of production, a flexible state economic policy is always necessary, which would contribute to the formation of an environment favorable for economic activity and would orient enterprises to maximize profit (income). Since it is the state that determines most of the conditions for the successful functioning of an enterprise, the problems of profit and profitability are currently very relevant.

Optimization of profit distribution, i.e. the financial policy of the formation and distribution of profits carried out at the enterprise should ensure an increase in turnover, an increase in equity capital, and the achievement of an optimal capital structure.

LITERATURE REVIEW

Profit, as a rule, occupies a special place in the market economy. All types of human activity are subordinated to the formation of profit, wherever it occurs.

The motive of profit is introduced into the consciousness of a person from the moment of his work. Scientific works on economic theory are called upon to play a special role in the formation of profits. Let us turn, first of all, to the consideration of the problem of the essence of profit and its sources. Defending the interests of society, a number of authors who have studied profit either pass by the labour theory of value, as if not noticing its existence, and, accordingly, by the created truly scientific theory of profit, or they do not sufficiently reasonably interpret the provisions of this theory. Thus, in the opinion of R. Miller and P. Samuelson, the labour theory of value, interpreted by them from the standpoint of A. Smith, cannot solve the paradox of the low price of some goods (for example, water), which are of primary vital importance, and the high price of other goods (for example, diamonds) with their relative uselessness. Only the determination of the price of a commodity in accordance with its marginal utility can, according to these authors, solve the problem. R. Miller and P. Samuelson simply ignore the fact that the paradox, insoluble, from their point of view, within the framework of the labour theory of value, was completely resolved by K. Marx, who, highlighting two of its properties in a commodity - use value and value, solved the problem of the price of a commodity without any reference to marginal utility. The latter suits economists, first of all, by hiding the real source of profit.

Of course, the American authors of the book "Economics" point out that there are two types of profit: economic, or net, and normal, or zero profit. According to them, economic profit is the difference between total income and economic (total, full competitive) costs. In turn, the latter consist of explicit costs (cash costs of wages to workers, purchase of raw materials, materials,

etc.) and implicit, which include income from factors of production owned and used by the owner of the company (implicit wages, implicit rent, and implicit interest). Normal, or zero, profit is what is needed to retain capital in a given industry. The text of the textbook by R. Lipi and P. Steiner is distinguished by some peculiarity in terminological terms, but not by the essence of the matter. They allocate gross profit as the difference between gross income and direct costs (costs of raw materials and materials, wages, electricity, etc.), net profit as the difference between gross profit and indirect costs (depreciation, overhead costs, administration salaries, etc.); economic profit – as the difference between net profit and the imputed costs of equity and risk bearing, which are equal to normal profit. For at the same time, they focus on the quantitative aspect of determining profit, its analysis from the purely market side. With such a focus on superficial manifestations of profit (the difference between income and costs), the role of labour and production in general in creating profit is almost completely denied. In addition, the inclusion of normal profit in the composition of implicit costs obscures the difference between costs and income, masks the existence of incremental value and shows profit as an element of production costs. The very designation of profit as “normal” or “zero” insists on the idea that it serves as a “fair” reward for the entrepreneur for his entrepreneurial activity and the associated risk.

The authors of this book present the following sources of economic or net profit: 1) innovations in technology and technology; 2) uncertainty of the future; 3) violation of market equilibrium; 4) the existence of imperfect competition and monopoly. It is stipulated that the net profit associated with the introduction of technical improvements that cause a decrease in production costs is temporary, since the “innovator” is catching up with competitors. Real policy certainly shows that with a patent monopoly, corporations can generate significant profits over the long term. Western economists see the real source of net profit as technical and technological innovations.

In the view of these economists, another source of net profit is the risk of entrepreneurial operations, which increases in a modern dynamic market economy subject to cyclical fluctuations and structural changes. A businessman, risking, can suffer losses, but he can also win. “When we average losses and gains, we find that there is, on average, positive economic gains. According to the risk theory of profit, the reason for its existence is to reward entrepreneurs for taking on the risk of failure” [10, P.551]. A real question arises: by whom and how this “reward” is created, in other words, where does it come from. These authors, like other economists, do not “see” this issue. And this is understandable, because the answer to it forces us to abandon the “risky” theory of profit and move towards its recognition as a result of labour.

The mechanism of profit formation is interpreted differently from the methodological point of view. For, relying on neoclassical theory, they see their task in determining the conditions for achieving a state of equilibrium by the firm, i.e. such conditions, the fulfilment of which makes it possible to maximize profits, or minimize losses. The equilibrium state is analysed by them in relation to the so-called “perfect competition”, and then the data obtained is applied to other types of “market structures”.

Competition “perfect”, or pure, is characterized by the presence of a large number of independent producers in a given industry, and each of them has so little production volumes in comparison with the industry-wide that they cannot have any effect on the price level. The latter takes shape, entirely under the influence of supply and demand, and in turn determines the volume of production for each commodity producer. In conditions of “perfect competition” there

are no barriers to the penetration of new capital into the industry, firms produce completely identical goods and, therefore, fight among themselves only through prices.

A firm can achieve a state of equilibrium over different time intervals: 1) instantly - so that it does not have time to respond to changes in demand by changing supply and prices; 2) for a short time, during which the production capacity of the firm remains constant, but it can vary the volume of output, using these capacities with greater or lesser intensity; 3) over a long period of time, during which the firm is able to change the amount of resources it uses, new firms can enter the industry, and some of the old ones can leave it¹.

The current state of equilibrium of the firm is given in this economic literature from two sides: first, through the ratio of the manufactured goods prices and the costs of its production (external equilibrium) and, secondly, through the optimal combination of factors of production used by the firm (internal equilibrium).

In the first case, over a long-term period, a state of equilibrium under conditions of “perfect competition” is achieved at such a volume of production when the price of the manufactured goods is equal to the average and marginal costs of its production².

This argumentation is based on examples of combining easily perceived superficial manifestations of economic processes. For example, it is beneficial to expand production until the associated increase in total income no longer exceeds the decrease in the share of net income in the price of output. This reasoning is illustrated with the help of graphic images and mathematical formulas. Here, the essential dependencies underlying the formation of profits by them are given with the help of mathematical interpretation, using the provisions of the theory of marginalism [6, P. 80].

Of course, this approach suffers from serious theoretical shortcomings. The definition of the equilibrium state of a firm is based on the axiom that the curves of average and marginal costs are U-shaped, i.e. with an increase in production, costs first decrease and then begin to increase. First, with this approach, the dynamics of costs appears to depend only on changes in the volume of production. Other factors affecting costs, and first of all, scientific and technological progress, are virtually eliminated. Secondly, this axiom can be realized in conditions of full involvement of resources, when they become scarce. For it is real in industries in which limited natural resources play a significant role, such as mining and agriculture. But in the economic literature there is no answer to the question of why this dependence is carried out, say, in knowledge-intensive industries, for example, in production, where the limited resources do not play a significant role. In our opinion, studies carried out on the basis of various industries indicators do not confirm the assumption regarding the U-shaped curve of average costs [7, P. 65].

If the condition for such dynamics of average and marginal costs is not met, the above aspect of the equilibrium theory does not even have an elementary theoretical foundation. The equilibrium state of a firm in perfect competition, on the other hand, is achieved with a combination of production factors such that the price of each factor of production equals the income from its marginal product. Otherwise, the firm will stop acquiring one or another factor of production if the income from its marginal product becomes less than the price of this factor.

Of course, it should be noted that the theory of production factors, according to which value is created by all factors of production, including material ones, and not exclusively by the labor of workers, suffers from serious theoretical shortcomings.

In this case, one has to proceed from the assumption that the variation of factors is the only way to maximize the firm's income, because it ignores the possibility of increasing output as a result of scientific and technological progress, ignores the presence of technological limitations when replacing one factor with another.

As shown in the book "Economics", in conditions of "perfect" competition over a long period of time, net or economic profit is zero and the firm only recovers costs (remember that economists include "normal" or zero profit in costs). This happens due to the fact that if the demand for the products of a given industry increases (the demand curve shifts upward) and the price exceeds average costs (firms begin to receive net profit), competitors will invade the industry, supply will increase (the supply curve will move down), the price will decrease and equilibrium for a long period will be established with a different volume of production, but again at the point where the price is equal to the average cost, and the net profit is equal to zero.

A similar result will be obtained in the case of a decrease in demand and a decrease in prices below the level of average costs. In this case, the source of the net profit emergence is depicted as a violation of the market equilibrium's. Miller and P. Samuelson see the reason for capital migration in the increase or decrease in demand for the products of this industry. In our opinion, this reason is in the sphere of circulation, not production. The rate of return for capital invested in any branch of production should be equal to the rate of return for capital already functioning in this branch of production [10, P. 390].

But why in this industry has developed exactly this, and not a different rate of return? This question is not given attention in their books. In addition, while portraying the flow of capital in the form of a freely and unimpeded process, they also do not respond to the existence of disproportionality in the economy and, as a consequence, to economic crises. Market imbalance may be a reason for some firms to receive additional profits, but not a source of it.

The "perfect competition" laid down in the basis of the reasoning of the authors under consideration does not correspond to the real state of the market economy. These economists are looking for the reasons for this inconsistency and the transition to "imperfect competition". One of these reasons, in their opinion, is the decline in the firm's marginal cost curve. In this case, the firm begins to expand its production, because the price of each additional unit of production will exceed the marginal cost. The first company to expand production will gain an advantage over its competitors, and this advantage will increase all the time, because, by capturing the market, it will force competitors to reduce production and the marginal costs of the latter will increase. This statement suggests that "perfect competition" aims to ensure the most efficient allocation of resources. The progress of science and technology is precisely what leads to a decrease in marginal costs. But this opinion is not directly expressed in their writings.

At the same time, the authors distinguish three types of market structures associated with "imperfect competition": 1) monopoly; 2) monopolistic competition; 3) oligopoly. Each of them is determined using the following characteristics: 1) the number of sellers in a given industry; 2) the degree of product differentiation; 3) the possibility of price control by individual firms; 4)

obstacles to the penetration of competitors into the industry; 5) conditions for price and non-price competition.

K. McConnell identifies four factors that determine the penetration and existence of these types of markets in the structure of the capitalist economy: “1) legislation and government policy; 2) policies and practices of firms; 3) technological considerations; 4) natural laws and features of capitalist ideology ...” [10, P. 470].

Hence, the structure of the economy is determined by them primarily by factors, either in the sphere of circulation, or generally external in relation to economic processes (legislation, ideology).

At the same time, deep changes in the basis, first of all, the strengthening of concentration and centralization of capital, which leads to the emergence of a monopoly that grows out of free competition and suppresses it, remain outside the analysis. In addition, it should be borne in mind that in reality, the above models of markets practically do not exist in their pure form. Economists, reducing “imperfect competition” to the confrontation of equal opponents (or monopolies, or oligopolies, or monopolistic competitors), ignore the presence of other types of competition (in particular, between monopolies and non-monopolies) and do not study their influence on the process of formation and distribution of profits.

It follows from this that, considering various models of markets that combine monopoly and competition, they do not see the existence of objective foundations for the emergence of a monopoly structure in the conditions of modern market relations.

For, the monopoly is interpreted by them as a company that is the only seller of products in a given industry, and products that cannot be replaced by products of another industry. The monopoly has complete control over the price of the goods it produces, and its existence depends on the strength of the obstacles to the entry of competitors into the industry. Linking the existence of a monopoly with such severe restrictions has a clear ideological purpose: to create the impression of the exceptional rarity of a monopoly, which facilitates its apology³.

The authors reduce the source of net (monopoly) profit to superficial manifestations of the monopoly in the market, and the very existence of profit is made dependent on demand. They constantly emphasize the possibility of the net profits disappearance and even losses in the event that the monopoly price does not cover average costs. This creates an idea of the true size of the monopoly profit.

So, in the works of the above economists, there is also an element of monopolies criticism. They see the main disadvantage of the latter in the fact that the monopoly, in order to maximize profits, keeps the monopoly price at a level exceeding marginal costs by limiting production. At the same time, the society does not receive the products it needs. It should be noted that in order to eliminate this lack of monopolies, it is proposed to introduce state regulation of monopoly prices and set the regulated price at the level of average monopoly costs. This will eliminate net profit and force the monopoly to increase production, which is beneficial to society. But even in this case, the regulated price exceeds the marginal cost, therefore, the allocation of resources will continue to be ineffective.

Setting the price at the level of the monopolies marginal costs means that it will not reimburse its costs, therefore, the allocation of resources will continue to be ineffective. Setting the price at the

level of the monopolies marginal costs will lead to the fact that it will not reimburse its costs and the monopolies will need government subsidies to maintain the price at this level.

The reason that a price equal to marginal costs does not cover average costs, according to economists, lies in the specifics of production. Since the monopoly keeps a significant portion of its equipment unloaded in order to be able to quickly increase production if necessary, the cost of producing a unit of output is lowered.

In our opinion, the theory of regulated monopoly is based on the existence of monopoly high prices, since a decrease in prices will lead to the fact that the monopoly will not recover its costs. So the attempt to criticize monopoly in the book "Economics" did not find its sufficient development and justification.

The analysis of two other cases of "imperfect competition" - oligopoly and monopolistic competition, does not introduce significantly new aspects into the consideration of the problem of the formation of financial resources, in particular, profit. Both oligopoly and monopoly competition are now treated as purely market situations. If in the study of oligopoly the emphasis is on the problem of coordinating policy in the field of pricing, then in the theory of monopolistic competition – on the struggle between monopolies in the field of product differentiation, advertising, etc. And here, reflecting some phenomena of the market economy, the problems under consideration do not connect them with the process of concentration and centralization of capital, they mask the actual source of profit.

The statement of the problem does not reveal the true nature of profit. At the same time, the analysis of modern views on the nature of profit shows that in market conditions, the economic literature does not substantiate the nature of financial resources at a sufficient level, but focuses on making a profit and thereby survival in a competitive environment.

RESULTS AND DISCUSSION

1. In the economic literature of developed countries, the development of the theory of profit is often determined by the rejection of the classical ideas about the pre-established harmony between general and private interests in an economy driven by the incentive for profit. "It was this regime that opened up the possibility of the formation of large monopolies and led to the capitalism of large corporations ... Competition and freedom are not coinciding concepts, and it would be necessary to banish the vicious term "free competition" from the economic vocabulary, which for a long time has been a source of errors and can give rise to them again". [14, P. 136-137]. John Gelbraith writes that "The notion of a competitive market has evaporated; it is preserved today only in textbooks to describe exceptional cases" [4, P. 49]. Under these conditions, it is revealed that the theoretical explanation of profit on the basis of the pure competition model is inconsistent, which, as it turned out, does not reflect reality and is now recognized only as a particular case of a more general model of monopolistic competition. The latter is associated with the names D. Robinson and E. Chamberlin, whose profit theory is presented in the following form.

E. Chamberlin notes that "When determining the economic equilibrium in conditions of monopoly, competition or in any combination of these principles, one should certainly proceed from the assumption that each individual seeks - decisively and soberly strives - to achieve the maximum economic benefit" [2, P. 55]. It is further noted that "the axiom from which economic

theory usually proceeds, namely, that producers strive for maximum profit" [2, P. 262-263]. At the same time, he shows that the conditions for the formation of maximum profit, on the one hand, and in pure competition, on the other, are completely different.

These differences, according to E. Chamberlin, are that monopoly means control over supply and thus over price, while pure competition presupposes that there is no such control. The conditions for maximum profit for the perfect competitor and monopolist are shown in Fig. 1, which is a modified graph from the book of E. Chamberlin [2, P. 46].

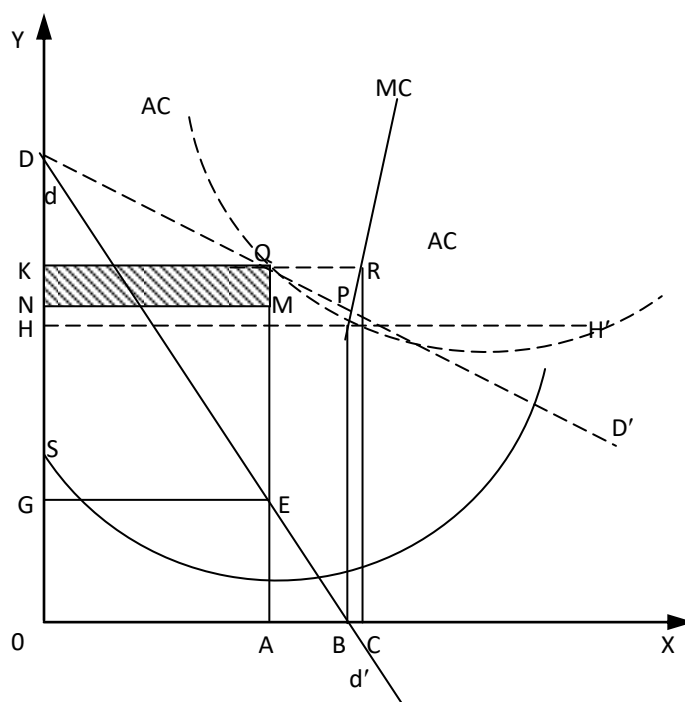


Fig.1. Conditions for maximum profit for perfect

As seen in Fig. 1, the point of intersection of the supply and demand curves determines the price at which supply and demand will be equalized. But these curves, in Chamberlin's book, do not explain why the price should settle at a given level. They only show the quantity of the product that will be purchased and offered if a certain price is set. To explain what the price will be and why, it is necessary, first of all, to distinguish between the equilibrium price and the equating price. In most cases, they diverge, and their coincidence takes place only in conditions of pure competition. So, in Fig. 1, BP price is equalizing. The monopolist sets the price AQ at which his profit reaches its maximum. And although at the same time supply and demand are not equalized (the first is equal to OA, and the second is equal to OS), it is AQ that is the price of equilibrium, "the equilibrium of opposite - in the sense of gain and loss - forces, which maximizes the total profit". "The balance of economic forces," it goes on to say, "has been mistakenly interpreted as being identical with the balance of supply and demand. The latter is only a special case of the former" [2, P. 47, 49].

The equilibrium price is set in the case of pure competition at one level, and in the case of monopoly at another level. In our opinion, in both cases it provides the manufacturer with the

maximum profit. The condition for such a maximum in both cases is the equality of marginal income to marginal costs; in the first case, it is achieved at point P, where the price line HH' (aka the line of marginal income) of a perfect competitor intersects with the supply curve (marginal costs) MC, in the second case, at point E, where the marginal income curve (no longer equal to the price) monopolist dd' intersects with the same marginal cost (supply) curve, and this point corresponds to the price AQ, which is higher than the price BP. The monopolist's marginal income is below the price; for example, a unit that brings total sales to A is sold at AQ, but only increases gross income by AE. That is why, in order to fulfil the condition of maximum profit - equality of marginal costs to marginal revenue - the monopolist keeps the price at a level higher than marginal costs. To do this, he limits the volume of production to level A, which allows him to sell goods at a price AQ, although in reality, given the cost of their production, society needs volume C.

Monopoly profit in Fig. 1. expressed by the shaded area of the rectangle KQMN, it is the difference between the price AQ and the average production costs AM, multiplied by the number of units of the product sold. Normal profit (payment for the entrepreneur's services) is included in production costs. For a perfect competitor, only this profit exists, since his marginal income is equal to the price, and the equality of marginal costs and marginal income is achieved at point P, and only the price BP is compatible with the maximum profit; therefore, the optimal sales volume for him is B.

In this case, the source of monopoly profit is the difference between the monopoly price and the price that equalizes supply and demand. Concerning this, Chamberlin emphasizes that there can be no question of any kind of exploitation of labour, since monopoly profit is distributed among all factors of production. He considers a great discovery to be the marginal revenue curve (in Fig. 1. the dd' curve), the oblique form of which shows that the factor is paid below the value of its marginal product.

The value of the marginal product is then equal to the marginal revenue or marginal value of the product. In a competitive environment, the demand curve deviates from the horizontal, so the marginal income of the product turns out to be less than the value of the marginal product, and all factors (not just labour) are paid below the value of their marginal products. "Here, all factors are necessarily used in the indicated sense, without this it is impossible to fit the entire mass of payments within the limits of the amounts intended for the production of these payments. The search for an employer is a senseless search, generated by the fact that the competitive criterion is extended to an area for which, due to the existence of a monopoly, it does not fit". Hence the conclusion that if the monopoly profit were used to raise wages, then "the hired factors would benefit from the share that forms the profit, the "entrepreneurship" factor would now receive not only less than its marginal product, but even less than its marginal product income. To avoid the employer's charge, entrepreneurs would have to go for bankruptcy".

The nature of the theory of profit is obvious, and it was properly assessed before moving to the market. For the purposes of our interest, however, we note the following two circumstances. These are, firstly, the observed deviations from the state of equilibrium under conditions of even pure competition. The concept of pure competition, which implies "just the absence of a monopoly, when there are many buyers and many sellers of the same (fully standardized) product" and the concept of perfect competition, associated in addition with other phenomena:

resource mobility, perfect awareness, etc. The real, though not monopolized, market is a different matter; here “the naive conclusion that actual results tend to “strive” for equilibrium has no basis”. First of all, price fluctuations lead to the fact that the sales volume exceeds, as a rule, the volume corresponding to the equilibrium state, which is prescribed by the supply and demand curves, because those sellers who cannot afford to sell at the equilibrium price receive at all prices exceeding the equilibrium price, the known opportunity to sell their goods. Likewise, those buyers who, at the equilibrium price, are not able to buy, can get such an opportunity when fluctuations entail a fall below the equilibrium price. Undoubtedly, in this case, the total volume of goods sold must exceed the volume that would equalize supply and demand.

E.H. Chamberlin, drawing attention to this, refutes the widespread opinion about speculative activity as a factor contributing to the establishment of equilibrium. He notes that “although speculation could indeed stabilize prices, the writer of these lines does not find any a priori explanation as to why she should do so ... The speculator's business is to make money on price fluctuations ... frequent and sharper fluctuations ... Each fluctuation is inevitably amplified by the fact that speculators seek to benefit from it ... Speculation leads to the establishment of prices higher than those that would have existed in its absence” [2, P. 67-68].

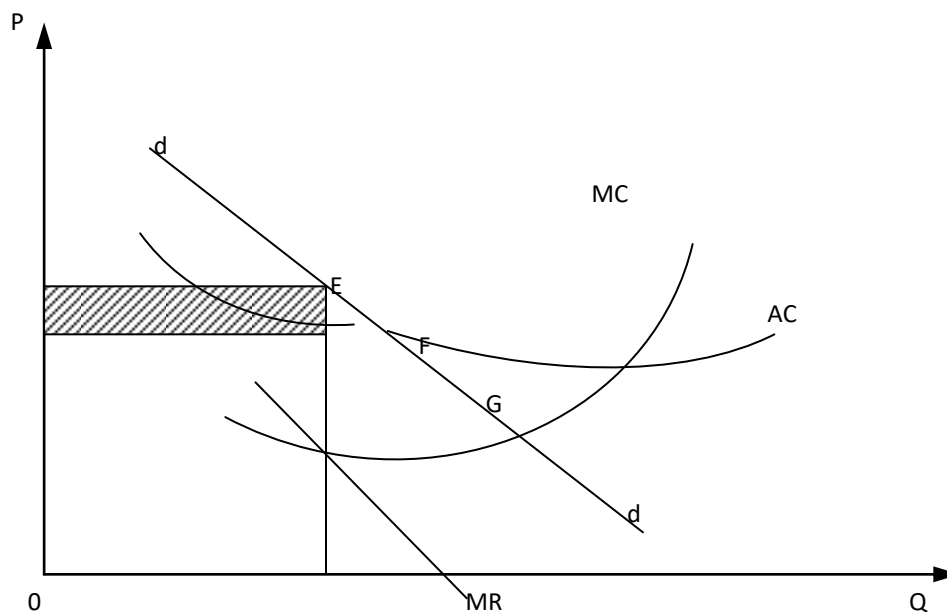


Figure. 2.

This is a circumstance associated with the definition of the social evil that monopoly represents, even if we accept the initial premises of E. Chamberlin himself. In fig. 2. the monopoly price at the point of maximum profit E exceeds the average costs of the AU. And so the monopoly gains excess profits, represented by the area of the shaded rectangle. The damage that society bears is not only that it is forced to buy a given product at a high price, but also that the monopoly, in order to maintain the specified price, limits the production of this product. “The difference between the price at which things cost society, and the marginal cost of their production means that public resources are not distributed in the best way” [11, P. 192].

So, if price control is established in order to deprive the monopoly of excess profits, then the optimal use of resources is still achieved. The regulated price withdrawing monopoly profit will be the price at point F, which, although lower than the price E, is still higher than the optimal price at the point of intersection of the marginal cost MC and demand curves dd– the price G. However, when the price is established at point G, production becomes unprofitable, since this price is below the level of average costs.

All the theories discussed above, regardless of the differences in the explanation of the sources of the origin of profit, from the classics to the modern period, include the concept of profit maximization, considering the latter as the driving incentive and the ultimate goal of the firm. This concept serves as the main content of the mathematical theory problematic of the firm.

The use of these methods in the field of profit theory did not lead to the receipt of fundamentally new results, they were not to be expected: “mathematics simply leads from premises to conclusions, but these premises themselves can be any joint system of axioms formulated by someone” [1, P. 19]. Since the axiomatic of the mathematical theory of the firm does not, of course, go beyond the general economic theory of the West, it is not surprising that the results obtained are in general only more rigorously formulated propositions that were known before.

After the appearance of the fundamental work of R. Dorfman, P. Samuelson and R.M. Solow [3], there is no doubt that mathematical programming gives only a clearer definition of, in general, known concepts and more elegant methods of proof. Concerning this, Seligman comes to the conclusion that “linear programming has rehabilitated the theory of economic equilibrium in a competitive environment ... As for economic theory, programming has brought, perhaps, nothing new, except for the clarification of general concepts” [12, P. 530]⁴.

On the whole, attempts to formulate an alternative criterion for profit and firm behavior cannot be considered successful. First, the supporters of the concept of “alternative criterion” fail to formulate any definite concept of “satisfactory” level of profit. Secondly, the reasoning about the choice of the criterion is entirely based on the traditional marginal concept of the known functions of costs and income. Meanwhile, the initial assumption of uncertainty, in which firms make decisions and which serves as a source of profit, deprives the sought criteria of meaningful meaning. Thirdly, in the dynamic aspect, when assessing the long-term policy of the firm, one cannot fail to see the close connection of all the assumed criteria with the same profit. Ultimately, the possibility of solving all the problems facing the company, one way or another, is determined by the size of the profit it receives –It determines the volume of investments, creditworthiness, and thereby the prospects for increasing both the volume of production and the amount of controlled assets. At the same time, such an increase is not an end in itself, it serves as a means of obtaining greater profits in the future – due to the very nature of the market mode of production. The receipt of part of the profit in a given period cannot have any other explanation than the desire to obtain even greater profit in the subsequent, and the distribution of the total mass of profit dictated by this incentive between individual periods not only does not deny, but only confirms the operation of this law.

So, the modern Western theory of profit is characterized by electicity, a combination of very different ideas about the economic content of this category. Unity is noted only in relation to the interpretation of the social nature of profit - in denying its exploitative nature and recognizing it as a legitimate, “natural” form of income.

In conclusion, we note that recently many authors have expressed dissatisfaction with the state of the development of the theory of profit. It is noted that it is based on outdated concepts that do not take into account the factors of the organizational structure of the company and the information available to it. D. Lamberton writes that the traditional theory of the firm is rather a theory of a perfect competitive market, and not a theory of the behavior of a firm in reality, which alone could explain the phenomenon of profit. The theory of the firm considers the latter as an economic unit that makes decisions in strict accordance with marginal ideas about the operation of the market mechanism, but it does not examine its internal structure, goals and methods of decision-making. Meanwhile, a firm is a complex organization, and “if it is unsatisfactory to assume that organizations such as labor associations and cartels do nothing ... other than reacting to the market mechanism, then it is equally unsatisfactory for an organization called a firm” [13, P. 298].

The principles of organizational behavior, Bent-Hansen says, are not like the principles of individual behavior described by existing economic theory; there is no reason to believe that these social units behave in the same way as individuals. Organizations have political goals and commitments, and their motives vary with the balance of power within the organization itself; their logic is different from the logic of the market. “Economic theory does not have a general theory of the behavior of individual farms and firms. Whether such a general theory will be created remains to be expected; perhaps this is a sociological problem” [5, P. 211].

This criticism, however, is not systematic and is only a negative reaction to the modern theory of profit; modern literature contains no radical alternative to this theory.

In conclusion, it should be noted that the extremely important problem of the relationship between economic growth, social development and the modernization of society's life has been raised in the world literature of recent years. Awareness of the need for an interconnected, holistic solution to these issues shows more and more reasonable doubts about the legitimacy of using existing value indicators – gross domestic product and others – as indicators of the effectiveness of economic, and even more so-social development. The uncontrolled modernization of the life of society in a market economy leads to an imbalance between nature and society, giving rise to a whole group of very acute global problems – environmental, energy, etc. Profit-oriented growth of production and the introduction of innovative products is accompanied by such negative results as environmental pollution, undermining potential natural resources, massive unemployment.

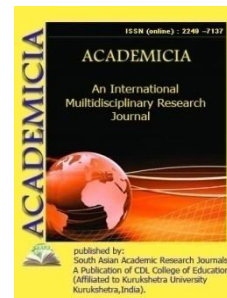
Therefore, the traditional strategy of unlimited economic growth is being revised, more and more it is recognized that it is impossible to reliably assess the final efficiency of production on the basis of monetary indicators adopted in statistical practice. These new trends have received clear expression, for example, in a sharp increase in attention to forecasts of the socio-economic consequences of scientific and technological progress, with special emphasis on identifying precisely its negative consequences.

The theoretical development of the problems associated with the consequences of uncontrolled technical development and economic growth is directly related to the issue of the previously assumed optimizing functions of the profit regulator. She has not yet found reflection in the theories of profit, but it is quite obvious that sooner or later this must happen. And if we do not assume the dubious possibility of monetary expression of the “social costs” of technical and

economic growth in the conditions of a private property economy, then the final collapse of the traditional thesis about profit as an engine of economic growth is also obvious.

REFERENCES

1. Allen, R. (2019). Mathematical Economics. Russian Edition: Book on Demand Ltd.
2. Chamberlin E.H. (1959). The theory of monopolistic competition. M., IL,
3. Dorfman, R., Samuelson, P., Solow, R. (1958). Linear Programming and Economic Analysis. New York-Toronto-London: McGraw-Hill Book Co., Inc.
4. Galbraith J.K. (1967). The New Industrial State. London.
5. Hansen, B. (1958). The Economic Theory and Fiscal Policy. London.
6. Katunina D. (1985). Mathematical revolution in Economics // Economic sciences. №2.- P. 80
7. Kozlova K.B., Entov R.M. (1972). The theory of prices., M., P. 65
8. Lipsei R.G., Steiner P.O. Op.cit. P.209
9. McConnel C.R. Op.cit. P.470
10. Miller R.L. Op.cit. P.551
11. Paul A. Samuelson, William D. Nordhaus (1997) Economics. M., BINOM, Laboratory of Basic Knowledge. 800 p.
12. Seligman, B. (1968) The main currents of modern economic thought. M., Progress.
13. Shackle, G. L. (1957). The Nature of Bargaining Process. London.
14. Zhams E. (1959) History of economic thought of the XX century, - M.: Publishing house of foreign. lit., P. 136-137.



DOI: **10.5958/2249-7137.2021.01780.8**

TRANSLATING WORDS FROM ONE LANGUAGE TO ANOTHER LANGUAGE WITH EQUIVALENTS

Jumaeva Shahlo Shokirovna*

*Assistant,

Department of Uzbek language and literature,
Tashkent Institute of Irrigation and Agricultural Mechanization Engineers Bukhara branch,
UZBEKISTAN

ABSTRACT

The article clearly describes translation and the problems and difficulties encountered in translation, the main focus is on adequate translation, i.e. the translation of phrases from one language to another using equivalents. The article contains English phrases, examples from works and their translations. In this article, we talked about adequate translation. Much can be said about translation and its types, the difficulties in it. We all know that it has its own difficulties. It is impossible to reveal its difficult aspects through a single article. We know that translating phrase logical phrases from one language into another using equivalent is the most effective way of adequate translation, because in equivalents, in addition to the meanings of phrases, their figurative bases are also similar. One of the most productive ways is to learn to translate words and phrases from one language to another, and this way contributes the most to the enrichment of languages.

KEYWORDS: Translation, Adequate Translation, Equivalent, Function, Meaning, Stylistic Function, Lexical Content.

INTRODUCTION

Before talking about translation, we should not forget the famous translator, literary critic and writer Ibrahim Gafurov. This person does not translate the works if he is not sure or not ready. He points out that a successful translation is not easy:

“The process of translation is the perfect study of languages, mastering the environment and elements of languages, diligently preparing for a particular translation - working with various scientific literature, reference books, colorful dictionaries, knowledge of countries, their cultures,

literature - this is a golden skill. and skill building - a process that has so far been neglected and neglected by both theorists and practitioners in the translation process - demonstrates the existence of consistency and continuity. Only when everything is consistent, that is, if it is followed continuously, that is, when none of the people in the process is neglected, the process becomes highly enlightened, and translation becomes a guarantee of success. ”

We know that translating phrase logical phrases from one language into another using equivalent is the most effective way of adequate translation, because in equivalents, in addition to the meanings of phrases, their figurative bases are also similar. This ensures that they are more compatible with each other in terms of stylistic function. That is why experienced translators use this method of translation more and more.

However, when translated in this way, the use of expressions without understanding the meanings of both the actual and the translated language without a deep understanding of the stylistic functions they pass through can lead to a lack of adequacy. We classify the English and Uzbek phraseological expressions equivalent to each other below, and on the basis of our own classification we obtain the grammatical structure and semantic features of the two linguistic phraseological expressions. I think that these ideas and conclusions will have a positive impact on the enrichment of literary translation.

1. Equivalents that correspond to each other in terms of meaning, lexical structure, function and number, and differ in word order:

As fat as a pig - чўчкадайсемиз

As Sly as a Fox – тулкидайайёр

As Plain as Day – кундайравшан

As Free as a Bird – кушдайозод

The fact that the word order differs from them can also cause certain difficulties for the translator.

2. Consistent in terms of meaning and stylistic function (rarely in the order of words, but also rarely in number), in terms of lexical content they are superficially different, in fact indistinguishable equivalents. These are divided into two:

1) some components present in a phrase of one language are not formally present in a phrase in another language, but those non-existent components are also considered when pronouncing a phrase;

Fish begins to stink at the head - Балиқ бошидан сасийди;

The dog bark, but the caravan goes on - Ит хураp, карвон ўтар.

Cut the cloth according to the cloth – Кулочингга қараб кетмон чоп.

If it were not for hope, the heart would break - Уминингни узма, кўнглингни бузма

It can be seen that the Uzbek variants of these expressions are shorter than the English variants, i.e. some components present in the English variants in the Uzbek variants are omitted. However, when pronouncing phrases in Uzbek language, the same omitted components are meant.

3. Equivalents in which the meaning is compatible with each other in terms of stylistic function and number (in terms of word order, almost always different), in terms of lexical content one, sometimes two components differ:

As gentle as a lamb - қўйдайдювош;

As harmless as a dove - мусичадайбеозор;

As Hungry as a Bear – бўридайоч

As busy as beaver – чумолидайбанд

Such equivalents, which are associated with the symbols of the people to whom they belong, constitute the majority. If the translation of the phrases “as harmless as a dove”, “as hungry as a bear”, “as busy as a beaver” into Uzbek as «кабутардекбеозор», «айикдайоч», «кундуздайбанд» is not semantically correct, translating with the equivalents of «мусичадайбеозор», «бўридайоч», «чумолидайбанд» ensures adequacy.

4. Equivalents that are compatible in terms of meaning and stylistic function, differ in terms of lexical structure, differ in word order and number:

to agree like cats and dogs-ит мушук бўлмок

5. False equivalents. False equivalents, which correspond to each other in terms of form, lexical content, meaning and stylistically different:

Dogs day-иткуни

The existence of false equivalents in languages, in our opinion, shows that more languages have a national character, that peoples have an independent attitude to the event in the creation of expressions, proverbs.

Translating phraseological expressions from one language into another using alternative options also results in the translation appearing as real. In order to translate a phrase, the translator must be able to select the most appropriate of the synonymous phrases available in the target language, which makes it difficult for the translator.

“Every dog is lion at home”- Harkimo’zuyidabek

We are well aware that the enrichment of any national language occurs not only at the expense of the internal capabilities and resources of that language, but also at the expense of resources, words and phrases that come to this language from outside. Modern English and Uzbek, like many other national languages, have been enriched and refined by both internal and external resources.

For example, the Uzbek language was introduced from the feudal, minute, second, regime French, concert, opera, studio Italian, as well as the English words "cold war", "cold weapon", "struggle for life". One of the most productive ways is to learn to translate words and phrases from one language to another, and this way contributes the most to the enrichment of languages. The issue of translation of phraseological expressions by kalkais not sufficiently studied in the Uzbek scientific literature.

In his book N.M. Shansky "Phraseology of the modern Russian language" divides the translation of phraseology into kalka:

1. Phraseological kalka

2. Phraseological semi kalka.

It involves the literal translation of a phrase from one language into another, so that the translated phrase is fully consistent, it is called a phraseological kalka. This method is more developed in Russian than in Uzbek:

“struggle for life”, “to be or not to be” - “борба за жизнь”, “бытие или небытие”.

Followings explain that they are completely compatible with each other: 1) struggle- борба, for- за, life- жизнь; 2) to be- быть, or- или, not to be- небыть.

The acquisition of some components by literal translation and part by translation into another language is called phrase logical semi kalka.

“Uncle Sam”, “yellow-press”- “Дядя Сэм”, “Желтая пресса”

Translation of Phrase logical Phrases by Kalka cited by N.M Shansky, these two methods do not cover all cases in translation.

There is another way of translating a work in translation, which a translator can only use when it is not possible to use the three ways of translation mentioned above. In this case, when he or she translates a phrase logical phrase from one language to another, the translator gives the phrase not by means of a phrase, but by explaining its meaning using a word or phrase in a free sense.

This leads to a decline in the imagery and art reflected in the real expression, to a greater loss: “to be in a devil of state”- ahvolijudaog’irbo’lmoq

In this example from The Adventures of Tom Sawyer (Mark Twain):

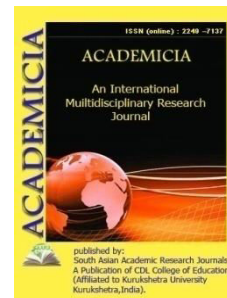
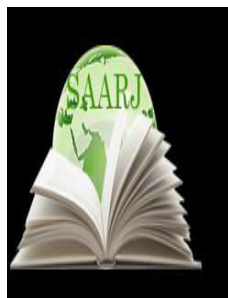
The howling stopped. Tom picked up his ears. The phraseological phrase “to pick up one’s ears” was used, replacing the Uzbek equivalent of the phrase «кулоқни диккайтирмоқ» with a figurative method, as a result of which the real artistry and impact were diminished.

In this article, we talked about adequate translation. Much can be said about translation and its types, the difficulties in it. We all know that it has its own difficulties. It is impossible to reveal its difficult aspects through a single article. In our next article, I will try to shed more light on the transfer of national color in translation. Here are excerpts from the works of our Uzbek writers Utkir Hoshimov and Oybek.

LIST OF USED LITERATURE:

1. I.A. Karimov "Uzbekistan on the threshold of the XXI century: threats to security, conditions of stability and prospects for development", T, 1997. pp. 137-138.
2. I.A. Karimov "High spirituality is an invincible force", Tashkent, "Manaviyat" publishing house, 2008, pages 55-57.
3. I.A. Karimov "Uzbekistan on the threshold of independence", Tashkent - "Uzbekistan" 2011.
4. "National Encyclopedia of Uzbekistan", State National Publishing House, Tashkent-2003, pages 272-273-330-543-544.
5. Shomaqsudov. Sh. Shomurodov, The National State Publishing House of Uzbekistan, 2001

6. Azamatov M. "Treasure of Wisdom", Tashkent 1982,
7. Mirvaliev S., "Uzbek Writers" "Fan" publishing house. Tashkent 1993.
8. Irisqulov M «Introduction to Linguistics», Tashkent, 2008
9. Uktamovich, R. A., &Jalilovna, J. L. (2021). The Peculiarities Of Psychological Characteristics Of The Main Hero In J. Rowlings Heptalogy Of Harry Potter. International Engineering Journal For Research & Development, 6(2), 5-5.
10. Radjabova Lyubov Usmanovna. (2021). Status And Trends Of Internet Use In The Education System Of Uzbekistan. Academia Globe: Inderscience Research, 2(6), 102–105. <https://doi.org/10.17605/OSF.IO/CKZGH>
11. Jumayeva, S. (2018). Comparison Of Uzbek And German Compound Nouns. Теория и практика современнойнауки, (4), 50-52.
12. Jumayeva Sh. Sh. (2021). Comparative Typological Analysis Of Homonymy And Polysemy In English, Russian And Uzbek. Academia Globe: In derscience Research, 2(6), 93–97. <https://doi.org/10.17605/OSF.IO/85GXT>
13. BozorovaMuhabbatAbdurahmonovna. (2020). PROVERBS IN SHAKESPEARE’S WORKS. International Engineering Journal For Research & Development, 5(7), 4. <https://doi.org/10.17605/OSF.IO/BSFJQ>
14. Ismatovna, I. L. (2020). The Concept Of Lexis And The Lexical System. International Engineering Journal For Research & Development, 5(SPECIAL ISSUE), 3-3.
15. Mirxanova Matluba Sadikovna. (2021). THE ORIGIN OF PROVERBS AND SAYINGS. Academia Globe: Inderscience Research, 2(6), 106–110. <https://doi.org/10.17605/OSF.IO/8M6Q2>
16. Sadikovna M. M. Improvement Of Mechanisms For Teaching Theory And Practical Skills Of Future Russian Teachers Using Media Technologies //International Engineering Journal For Research & Development. – 2020. – T. 5. – №. 7. – C. 4-4.
17. Shokirovna, J. S. (2020). Distributional Formulas Of Subordinative Compounds. International Engineering Journal For Research & Development, 5(7), 4-4.
18. Gafarova, Z. Z., Bozorova, M. A., Jumayeva, S., Idiyeva, L. I., &Radjabova, L. U. (2020). Synchronous Translation-a Complex Set of Cognitive Processes. International Journal of Psychosocial Rehabilitation, 24(1).
19. Gafarova ZZ Spiritual, moral and philosophical ideas of the Renaissance in the dramas of William Shakespeare // Scientist of the XXI century. - 2016 .-- P. 81.



DOI: **10.5958/2249-7137.2021.01781.X**

L1 AS A MEANS OF MOTIVATION IN TEACHING YOUNG (1-4 GRADES) EFL LEARNERS

Orazimbetov Shingisbek*; Qaypova Bibiruz**

*Teacher of the department of Distance Education,
Nukus State Pedagogical Institute named after Ajiniyaz,
UZBEKISTAN

Email id: shingisbek@gmail.com

**Teacher of the school N6, Nukus, Karakalpakstan,
UZBEKISTAN

Email id: bibiruzaqaypova@gmail.com

ABSTRACT

The place of mother tongue (L1), the Karakalpak language in this case, has been an argument in ELT history for ages. While some teachers see L1 as a block before learning foreign language (L2) and strictly avoid using the native tongue in language teaching, on the other side the others consider using L1 as a reference and believe in the contribution of the native language in the acquisition of the target language. This paper reviews the literature on using L1 in the teaching of L2 and by analyzing the attitudes of English teachers in the use of L1, comments on the findings from the interviews. Moreover, young learners and their motivation will be discussed in this article. The results of the research show the specific ways ELT teachers prefer using L1, which breaks the psychological barriers and concludes that the use of L1 creates a low anxiety atmosphere for both the learners and the teachers.

KEYWORDS: *Young EFL Learners, Motivation, Use Of L1*

INTRODUCTION

The effectiveness of mastering L2 depends not only on the pupil's strategy, but also on the teaching strategy. An important factor helping to achieve this goal is to increase the effectiveness of the teacher's pedagogical impact on pupils, their communication in the lesson in conditions of complete social and psychological compatibility.

Taking into account that English is taught from the first grade, we aimed to analyze the use of L1 in foreign language lessons, which we considered to be one of the ways to stimulate interest in learning a new language.

When pupils reach this level, their mental processes begin to become more analytical and logical. They will begin to see patterns in their own language and develop language awareness during the next two to three years. They need opportunities to choose and decide on actions, to investigate, explore, and be curious, to be encouraged to ask questions in order to figure things out, to participate in activities that help them focus and pay attention in order to develop memory and concentration skills, and to participate in activities that reinforce concepts and allow them to practice speaking skills. They look for answers to the questions "What" and "Why." However, reading and writing will almost certainly be limited in English. At this age, pupils are still learning how to construct characters and words in their native language. We can do more with this group than we can with the pre-school age group on this level. We'll be capable of leading them into more independent tasks, such as collage creating or design, in which they can work alone or in small groups. While it's important to maintain firm control, our function is to monitor and facilitate. Give learners at this age the opportunity to show you what they can achieve, always in a supportive environment and with lots of praise.

Cameron (2001) defines young learners as youngsters under the age of 14, but Rixon (1999) defined them as children between the ages of 5 and 12. Young age is one of the key elements in language acquisition success. The reasons for this are that the brain is more flexible before puberty than after, and language acquisition can happen without self-consciousness at a young age, as well as the fact that young learners have more possibilities than adult learners. Young learners learn L1 by immersing themselves in it, making meaning of what they hear, and socializing with adults (parents, family, and teachers) as well as their peers. Young learners are also capable of learning many languages, and some of them are multilingual as a result of their families speaking to them in numerous languages.

They have a natural desire to actively participate in the social environment around them, which supports their learning of new languages. Young learners, according to Harmer (2001), respond to meaning even if they don't understand particular words. In addition, they frequently learn indirectly rather than directly.

Considering the opinions above, the teachers should focus on varied and interesting activities that involve children in the activities. It is also important to use teaching methods that attract pupils' attention and motivate them to learn.

Formation of motivation of learning at school age without exaggeration can be called one of the Central and fundamental problems of modern school, as well as the problem of both domestic and foreign psychology. Its importance is associated with the analysis of the sources of human activity, the motivating forces of his activity, behavior.

The issue of motivation has particular importance, precisely at the initial stage of education, since the foundations for children to be able and willing to learn are laid in primary school age.

Motivation is an inner psychological characteristic of a person that finds expression in external manifestations, in a person's attitude to the world around him, and various types of activity.

In my experience as a teacher of young pupils, they require stimulation from the beginning to the end of the lesson. Something must be going on in the classroom from the moment they walk in until the moment they leave. This is partly due to the fact that our pupils at this age are less goal-oriented. There is no way to predict the future or determine whether or not their English is improving. Young learners at this age are often unable to see beyond the task they are currently engaged in thus teachers must create immediate motivation. This inspiration must come from the current task that we are working on as a class.

As a result, we must include a fun element in our classes in order for learners at this level to appreciate what they are doing. As we said in our analysis of young learners earlier, will like being challenged within their ability range, but they will learn more if they enjoy what they are doing.

Well, how can we motivate children to learn a foreign language using their L1?

Language teachers have been debating whether they should use L1 in L2 in their teaching. Some professors believe that L1 should not be allowed in order to expose pupils to the target language, while others believe that L1 should be allowed under certain circumstances. There have been various researches on how L1 is used in the classroom for example, explaining difficult concepts, checking comprehension, raising confidence, explaining the purpose of language learning activities, error analysis, and vocabulary clarification. The findings revealed that pupils at lower levels are more likely to accept the usage of L1, but pupils at higher levels have a negative attitude toward L1 in the classroom.

Harmer (2002) asserts that learners use their L1 when choosing tasks that are not compatible with their target language level. It is natural for them to use L1 to communicate, whereas teachers do not create situations that make them use L2 naturally. According to Papamihel (2001), L1 has aided in the learning of L2 abilities in the sense that the use of the former facilitates the acquisition of the latter.

When I observe English lessons in school, I pay attention to how much the teacher uses L1. The most common uses of L1 are: specific vocabulary - in this case, pupils often ask for the meaning or translation of an unfamiliar word, explain grammar, give instructions, organize goals and test comprehension. While in certain circumstances, such as when an unfamiliar word arose, pupils requested the teacher for a translation, which usually resulted in a brief explanation in L1. The teachers did, on occasion, spend a minute or two in L1 explaining the meaning of a word or an expression.

Based on the above considerations, we believe that the use of L1 in English lessons in the primary period will give good results in the future. Let's just say, a task contains the word "a dog" and a teacher gives this dog a name in his or her native language, for example "Aqtirnaq" (White claws). First of all, if a child hears familiar words used in the family, on the street and among the friends during the lesson, it increases interest as well as motivation to learn foreign language. Secondly, teaching young learners the words that are vanishing from our native language in this way, will help us to preserve our language.

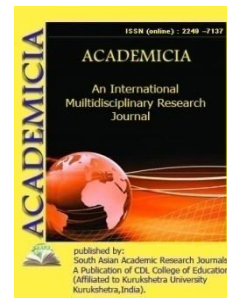
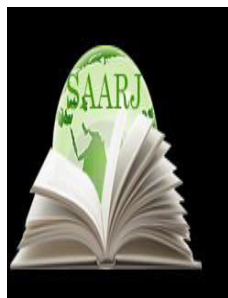
Should we use the pupils' L1 in the classroom, or not? This is one of the most controversial topics among EFL teachers, with both advantages and disadvantages. The main argument against the use of L1 in language teaching is that pupils will become reliant on it and would stop trying

to acquire meaning from context and explanation, or express themselves in the target language despite their weak command of L2.

However, there are a few circumstances in which we can use the pupil's mother tongue, such as when there is a lack of communication or a complete misunderstanding, because it can save time spent on ineffective explanations and instructions that could be better spent on language practice.

REFERENCES

1. Cameron, Linne. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press.
2. Harmer, J. (2001). *The practice of English language teaching*. London: Longman.
3. Harmer, J. (2002). Please speak English. *ELT Forum, Classroom Management, part*. Retrieved from <http://www.eltforum.com>
4. Pappamihel, N.E. (2001). Using the first language in second language instruction. *TESL-EJ Forum*. Retrieved from <http://www.aitech.ac./iteslj./html>
5. Rixon, Shelagh. (1999). *Young learners of English*. London: Longman.



DOI: 10.5958/2249-7137.2021.01782.1

ANCIENT NURATA KARIZS

Urokov Olimjon Khaitboevich*

*3rd course Basic Doctoral Student (PhD),
Samarkand State Institute of Architecture and Construction,
UZBEKISTAN

ABSTRACT

This article is devoted to the analysis and description of kariz digging system, which until recently were used by Nurata inhabitants. They were on Nurata foothill slopes. Karizs belonged to individual owners or groups of people. Each kariz consisted of several wells. The wells were connected by an underground tunnel-channel. The wells depth depended on the slope lowering. The waters flowing from the karizs made it possible to irrigate hundreds of hectares of land in the steppes.

KEYWORDS: *Well, Tunnel, Slope, Spirit Level, Astrolabe, Underpass, Companion, Shaburuz.*

INTRODUCTION

The main part. In Uzbekistan, Nurata is one of the districts where such irrigation facilities are widely used. Karizs here have been built since ancient times, some of which are still in use today. The history of the Nurata karizs is associated with the name of Alexander the Great, who invaded Central Asia in 329-327 BC. According to the legends of Nurata elders, when Alexander was bringing troops to Zarafshan valley, the southern wing of Nurata ridge reached the highest peak of Aktag. Looking south from the mountain, he saw the Zarafshan River and a prosperous valley, and to the north a vast grassless meadow. At that time, looking at the wide steppe with no green bottom, Alexander said, "The river of this region flows underground." Alexander then brought his army to Nurata and ordered the commanders of the 366th military unit to dig a kariz one by one with their detachments. As a result, 366 karizs were dug, water was pumped to the foothills of Aktag, and the area around Nurata was prosperous. That is why one of the karizs in Nurata is called Iskandar, that is, the karizi Iskadari.

Undoubtedly, this is a narration, but it is the result of knowledge gained from the long-term observations and experiments of the local population on the natural conditions of Nurata, including its hydrogeology. That is why the folklore about the flowing river under Nurata district

is told in the language of Alexander, and the karizs dug for the use of groundwater are associated with his name. It represents the struggle history of Nurata people to find water sources and to bring groundwater to the surface through karizs - karizs, which were built with great difficulty. Historical records show that the kariz in Nurata existed until Alexander's troops invaded Central Asia. In particular, V.V. Barthold points out that Central Asian kariz were almost identical to the structure of ancient kariz. The irrigation system with kariz water originated in the northern slopes of northern Iran and Kopedtog (Margiyan, present-day Turkmenistan) during the Achaemenid period.

Kariz is an underground water structure. The construction of such an irrigation facility was extremely complex and required in-depth experience and knowledge. In addition to laborious manual labor, it required a very precise determination of the accumulating groundwater layer, changes in well water levels during the seasons, and the slope in the kariz outlet relief. Experienced kariz irrigators first dug several wells in a checkerboard pattern from the higher part to the groundwater slope. The water in the wells was determined from time to time. In February, when groundwater receded and the water level in the wells was at its lowest, began digging kariz. The work began with the slope determination, i.e. leveling. Because, a clear and accurate determination of the land slope played a decisive role in the kariz route construction and the groundwater outflow through the kariz to the surface.

Two or three people took part in leveling the kariz route. The first man was watching through the ledge at the top of the well. The second man took a long pole or piece of wood equal to the well depth and held it upright on the side where the water came out. When the wood tip was in the same horizontal direction as the wellhead, the groundwater in the well flowed to the surface at that point.

The spirit level tool was also used to obtain the slope. (Fig.1) Three people took part in determining the earth level using the scales - spirit level. The two men set the wooden poles upright and pulled the planar rope tight. The third man hung the scales in the middle of the plan and marked the ground slope according to the plumb line. If the plane being inspected is in a horizontal position, it has kept its balance, otherwise one side of the plumb line has been tilted. The ground slope was determined by lowering the end of the rope from the wooden pole on the sloping side of the plumb line and bringing the plumb line to the scales tongue. Thus, the entire kariz route has been identified. This means that special tools such as astrolabe and plumb line scales (spirit level) were used in the underground waterworks excavation - karizs. Using these tools, an accurate calculation of the slope at ground level was obtained. (Fig.2,3,4,5)

After leveling and identification of the kariz route, wells series were drilled every 10 meters along the route. Depending on the accumulated layer of groundwater, the main wells depth from which the water came out was 18-20 meters, sometimes even more. The wells are connected to each other through a tunnel. Groundwater collected from the main wells flowed through this tunnel. The tunnel is called an "underpass". It is 1.25-1.5 meters high and 1 meter wide, with a number of wells and several kilometers length depending on the slope. For example, in the Nurata in Maston kariz there were 280 wells, the depth of the main well was 14 meters and the underpass length was 3 kilometers. The upper part of the land between the wells of the kariz is called the 'bed'. Carrying out the underpass in the kariz excavation was the most responsible work, and the groundwater outflow to the surface depended on the proper excavation of the underpass. To do this, first of all, when connecting the wells, it is necessary to be able to connect

the wells correctly to each other, without allowing the underpass, which is dug from opposite sides, to bend to one side, second, it was necessary to ensure that groundwater flowed to the surface through the kariz. This is why underpasses are usually excavated at a slope of 0.005 m.

In kariz excavation, several karizmen teams have been digging underpasses and wells for months and years, extracting thousands of cubic meters of soil and gravel. For example, about 7,000-8,000 cubic meters of soil was extracted from a medium-sized kariz consisting of 250-300 wells with 3 kilometers length. The reason why one of the karizs in Nurata is called "Zulmkariz" is probably due to the fact that Alexander dug this kariz by oppression and the laborious process of extracting groundwater to the surface was extremely difficult.

It is known that the karizs are cleaned and repaired every year to ensure a steady flow of water. Kariz cleaning is one of the most difficult and arduous tasks. This is because farmers dig water in the tunnel of the kariz for 20-30 days in early spring each year, digging mud that has sunk into the underpass and wells. Often the bed of the kariz sank and covered a large part of the underpass. In such cases, the remaining part of the underpass is re-excavated and reinforced by molding wood or stones in the broken places.

Yes, the karizs are an ancient hydraulic structure of the ancient East, and the karizing are a unique example of the farming art of our ancestors. You will be amazed to see that in the past, the ancestor skillfully brought the groundwater of our ancestors to the surface.

Our ancestors threw straw into the first well to check that the kariz water was flowing properly, and when they saw the straw in the water coming out of the last well, they checked that the water was flowing smoothly and the amount of water. It is narrated that when Alexander came to Nurata, he saw a group of people in the last well looked at the wellhead and shouted, "Kakhrez! (Pour the straw!)" and asked "What are they shouting about?"

Karizs have been used in the foothills of Uzbekistan since ancient times. This ancient type of irrigation technique is one of the most common districts in Nurata. Although much of Nurata's ancient kariz has been buried, only Kalta-kariz is currently flooded in winter and summer. The local people associate some of the existing karizs in the district as Alexander karizs with the name of the commander Alexander. They are: Tovboy, Kaynar, Boshkariz, Mazor, Kuvandik, Konchi, al-Bukhari (Alpuxori), Satilgon, Miri, Yalok, Taylak, Sultan, Maston, Mastak, Komboy, Zulfikor, Kalta-kariz and their names have probably changed over the years. We talked to Mukhammad Khakimov, Bakoboy Bobo Kadyrov, Uzok Bobo Nazarov, who farmed with the water of these karizs in 1950-60, and got valuable insights from them. Here are the names of Nurata's karizs again: Toshlok, Gajobod, Savrobod, Kizil kanda, Sattorobod, Tashkuduk, Khayrabad, Yamon Turkmen, Kum Kariz, Chuchkok Kariz, Zulmkariz, Dangal Kariz, Janjalobod, Nurabad, Sakhti, Sherabad, Gurabad, Kulol, Karizi Kalon, Karizcha and others. On average, 40-50 liters of water flowed from each of the Nurata karizs, irrigating up to 40-50 hectares of land. Most of the Nurata karizs were last built in the 16th-18th centuries, and even the names of some of the karizs date back to the year of their excavation. For example, the sum of the letters in the name of the kariz "Zulm" gives the number 970, and the sum of the letters in the name of the kariz "Zulfikor" gives the number 1118. If we convert these figures from the Hijri year into AD, it becomes clear that the "Zulm" kariz was built in 1533-1534 and the "Zulfikor" kariz in 1706-1707. Characteristically, next to many of the most recently excavated karizs, there are sometimes two, sometimes three rows of old karizs buried parallel to them.

These dry streams are undoubtedly a testament to the fact that over the centuries Nurata karizs have been repeatedly rehabilitated.

Kariz digging, as well as for the orderly maintenance of the kariz, due to the extreme weight of manual labor performed in its repair, the kariz digging farmers carried out all the work associated with such an underground structure as a team. The amount of water flowing out of the kariz was not large enough. Therefore, the number of farmers using kariz water in each community was strictly defined. For example, the kariz community in smaller karizs did not exceed 24 people and in larger karizs no more than 36 people. Since each kariz was built by the strength or funds of a team of 24 or 36 farmers and repaired during the year, it was considered the property of that community. Based on this, the members of the community have equal rights in the use of the kariz, and both the kariz water and the irrigated land are equally distributed among them.

When farming with kariz, each kariz community is divided into 10 or 12 small groups. Each group consisted of two peasants in small karizs and three peasants in large karizs, and Nurata people called such groups "companions". The area of land irrigated with kariz water is also distributed according to the number of companions. Each piece of land was referred to as a 'plank. In large karizs the plank was 16 tanobs (4 hectares) and in small karizs 6-8 tanobs (1.5-2 hectares).

Every spring, the boards are distributed among the companions by checking, and the order of watering is determined. The queue rotates once a week. Local historian R. Akhmedov gives the following opinions:

Usually kariz water is measured by day, and Nurata people called it "shabu roz", i.e. day and night. "Shabu Ruz" is equal to 96 black (black water), and in terms of time, 15 minutes of water flowing from the kariz is considered black. The khakoba of each board, i.e., the corresponding water, is 48 black, and when the turn comes, all the water of the kariz for one day or one night is given to the companions of that board. Each farmer using the kariz had 16 black water or 4 hours of water from the kariz. Because this water was passed down from generation to generation, every farmer had the right to sell his water. The water of the kariz was extremely valuable, and each black of it was sold at the expense of a grain of wheat or a few head of sheep. According to Khamro Bobo Khodjaev, an elderly farmer from Nurata, A black water of Maston kariz was worth 20-25 head of sheep. Because of the extreme scarcity and value of water in Nurata, whoever bought water, or whose father died and had his father's water, gave a great feast by inviting all the farmers who drank water from the kariz and clothed the nobles and elders. The banquet given after the purchase of water is called 'nimmardi', and the banquet given by the son who has his khakaba (water belonging to his father) after the death of his father is called 'padari murd'. After banquets such as "Nimmardi" and "Padari Murd", the owner of kariz was one of the companions who were admitted to the team. Nurata's karizs are now abandoned. Only water flows from Kalta-kariz. It is still possible to clean the karizs and get water out, but this work requires a lot of hard work.

When we talk about Nurata's karizs, we also need to think about the springs around Nurata. Until recently, the springs around the city were also well used by the population. Around Nurata, many springs, such as Khojai Jakhon, Boumar Sufi, Bulaki Chuli, Buloki Karomula, Obi Savz, Buloki Begob, Buloki eshoni Sodikhuja, Buloki Obako, Bulaqi Jaydoq, stood blue in the foothills. Around Nurata, many springs, such as Bulaqi Jaydoq, stood blue in the foothills.

CONCLUSION

From the article we got acquainted with the methods of digging a kariz and the order of its water distribution. Now this ancient tradition is disappearing. Pastures in the foothills are not used for agriculture. In our opinion, it is necessary to start farming in the foothills using karizs. Kariz use is relatively easy and does not require a lot of effort and money during the year. The water from the wells combines spontaneously through an underground canal to form a large body of water and allows farming per hectare.

Ancient Nurata karizs that have become unusable

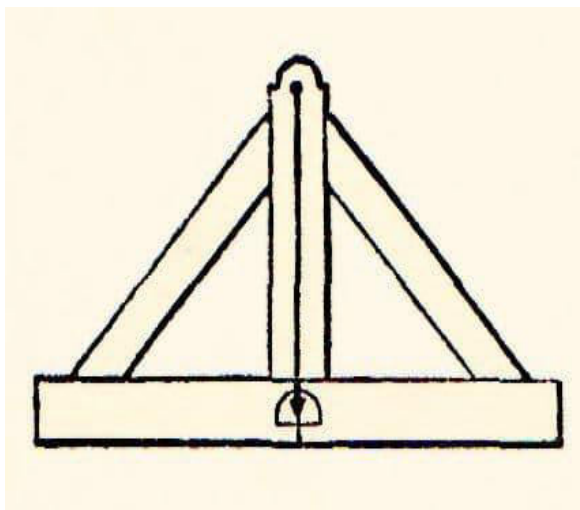


List of Nurata karizs

Some karizs at the foot of the mountain:

- | | | | |
|---------------|------------------|----------------|---------------|
| 1. Toshlok | 7. Toshkud | 13. Tama | 19. Karizcha |
| 2. Gagabod | 8. Kuchot | 14. Sarkariz | 20. Okmon |
| 3. Savrobod | 9. Boymot | 15. Zulmkariz | 21. Latka |
| 4. Kizilkanda | 10. Yamonturkman | 16. Dangalobod | 22. Karakhani |
| 5. Kaltakariz | 11. Khayrobod | 17. Janjalobod | |
| 6. Sattorobod | 12. Chichkok | 18. Nurobod | |

* Water flowed from these karizs until the 1960s, and thousands of acres of land were cultivated.



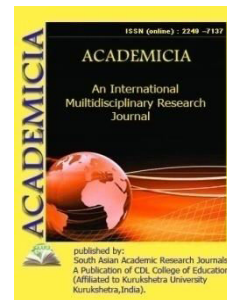
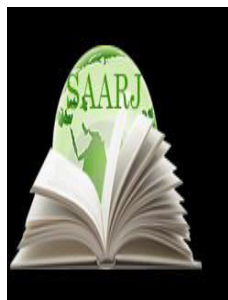
(Fig. 1) Spirit level tool



(Fig. 2) Astrolabe tool

REFERENCES

1. Bartold V.V. Works, vol. III. M., 1965.
2. Shavkat Ismoilzoda, Akhmedov Rustam. Pages from the History of Nurata. UzDav Press Tashkent -2010
3. A.Mukhammadjanov. From the history of ancient waterworks. Uzbekistan Publishing House, Tashkent -1968.
4. Rajabov K., Abdieva Z. Nurata // National Encyclopedia of Uzbekistan. T.7 2003. 421,422, 443-445 p.
5. Rajabov K., Seljuk state // National Encyclopedia of Uzbekistan. T.8-T. : UzME Publishing House, 2003.419 p.
6. Bahouddin Omuliy. Summary, Institute of Oriental Studies of the Uzbek Academy of Sciences, manuscript, inventory No 4821, 57 a-p.



DOI: **10.5958/2249-7137.2021.01783.3**

INCREASING THE EFFICIENCY OF USING MODERN TECHNOLOGIES IN SCHOOL GEOGRAPHY CLASSES

Ollaberganova Said^{*}; Tangriberganov Sadulla Udmurtiya^{**}

^{*}Master of Geography,
Urgench State University,
UZBEKISTAN

^{**}Master of Geography,
State University, UZBEKISTAN

ABSTRACT

The educational process today is unimaginable without modern technology and IT devices. Modern technologies, including computers, video projectors and other devices, help the teacher to organize the communication process effectively. During the lesson, students will have a better understanding of the topic of the lesson and the object of study will help to form an idea of the process or event, as well as improve the quality of the lesson.

KEYWORDS: Computer, Projector, Laboratory Equipment, Information And Technical Means (Devices), Visual Aids, Symbols, Textbooks, Manuals, Radio.

INTRODUCTION

They are innovating in their work based on the requirements for educators. In the process of educating the younger generation, along with the use of science, technology and best practices, modern pedagogical technologies are effectively used. This process increases the responsibility of teachers. What is pedagogical technology? How and where can we use it effectively? To answer such questions, do we first need to study the teaching process, the teacher and the student? Lessons are the collaborative, productive work of a teacher and a student. Positive organization of the lesson, efficient use of time, the right choice of lesson objectives, the ability to apply the methods in their place, to create a positive-emotional environment in the classroom by cooperating with students is the main activity. Teaching students to read, to help students acquire knowledge independently from teaching, and to understand and apply modern pedagogical technologies in a variety of ways to achieve a positive outcome in the classroom requires skill on the part of the educator.

Relation of educational content to interactive methods

Thus, we have described an integrated approach that identifies the first important condition for improving the choice of teaching methods, their systematization, and their application in the practice of planning the learning process. Criteria for the selection of traditional methods in pedagogy have been extensively developed, and in recent years in the works of didactic scholars more than twenty of them are cited.

The criterion for choosing interactive methods is that they are highly focused on solving problems in the development of education and upbringing. This criterion is introduced by assessing the ability of different methods to solve problems in one area or another, as their ability to master the elements of social experience varies.

The next criterion for choosing interactive methods is their relevance to the nature of the content. The content of the method is also defined as part of the movement. There is no doubt that this criterion will be taken into account from this bus. One method reveals the content of the topic in more detail, while the other allows you to master it positively. Another criterion for choosing interactive methods is that they are fully compatible with the learning opportunities of students, that is, to ensure the unity of internal and external conditions for effective learning activities. The use of interactive teaching methods should be tailored to the individual capabilities of the educator.

The next criterion for choosing interactive methods is their compatibility with the forms of organization of the learning process. By the way, general, group and individual forms of teaching require different methods. the participation of all students in the group will be required. Conformity of interactive methods to the principles of pedagogical technology is a generalizing criterion. Based on the general purpose of education, the allocated option is analyzed and evaluated, taking into account the need to address educational and developmental issues at the current stage of teaching. One of the important requirements for the organization of modern education is to achieve high results in a short time without spending too much mental and physical effort. formation, as well as monitoring the activities of students, the assessment of the level of knowledge, skills and competencies acquired by them requires from the teacher high pedagogical skills and a new approach to the educational process. Pedagogical technology is subjective in nature, that is, each educator must organize the process of education and upbringing creatively, based on their abilities and professional skills.

The development of education can be expanded by the increase in the number of subjects and the number of subjects studied. Not only is it important to increase the number of subjects and increase the workload of students, but also to improve the skills of teachers so that they can teach the subjects they teach in a comprehensive and modern information technology. An intensive way of developing education requires, first of all, a change in the method of teaching, the search for ways to provide additional knowledge. Knowing how to work independently with information, finding, comprehending, and finally combining new knowledge based on existing information can be the most promising way to develop this learning process.

Recently, with the widespread use of personal computers, the acquisition of knowledge through the Internet and special educational computer programs has been developing. Requires an assessment of the reliability of knowledge obtained from an Internet source. The issue of trust in sources of information is not discussed at all in traditional teaching methods. There are many

opinions about the impact of the Internet and the media on the education system and the worldview of students and teachers. Shortcomings, whether known or unknowingly, by textbook and program authors, reporters, and commentators, etc., can affect the correct understanding of existence.

Incorporating different sources of information into the actual learning process, assessing trust in these sources of knowledge, and finding other, more reliable sources should lead to an increase in students' interest in working independently. It is also important to compare and summarize knowledge from different sources, and to know how to creatively process it. Sometimes, instead of preparing an essay on the chosen topic, the student is offered as a test of knowledge (what is an essay, the rules of writing it, other information necessary for proper work with essays are not studied in the school curriculum) and as a result, a simple download of ready-made abstracts, usually found on the Internet, occurs. Instead of expressing and expressing one's own opinion, the student is replaced by copying the opinions of others and presenting them as one's own without realizing it.

Such problems can be prevented only with the help of special methodological developments in the field of working with different sources of information, including materials provided in technical means (computer, television, etc.). Research in this area is being conducted in the field of media education combined with education. The development of a media education standard combined with a variety of school subjects is a major contribution to preparing educators and students for life in a large information environment. The goals of media education are as follows:

- Training in comprehension and processing of information provided through the mass media;
- develop creative thinking, understanding the hidden content of a message, resisting attempts to change the minds of young people in negative information;
- Inclusion of extracurricular information in the system of general basic education, which is formed in the knowledge and skills in the field of science;
- develop the skills to find, prepare, deliver and receive the required information.

These tasks include research and practice in two interrelated areas: methodological work in the teaching of school curriculum subjects, and methodological work in the field of information and communication technologies (ICT). It is clear that the group of tasks related to the use of information and communication technologies is separate from the basic subjects of the school curriculum and requires the skills of proper use of technical means. The development and application of information and communication technologies remains one of the most important ways to increase the effectiveness of education in the modern school. At the same time, there is no doubt that the important role of information technology and, consequently, the technical means of providing them, is recognized as a factor in the socio-economic development of modern society.

The development of computer science and the gradual integration of its methods and models into almost all school subjects has led to a change in the structure of traditional courses. The role of the teacher as a “designer” of a systematic view of science remains and will continue to grow, but at the same time, the volume of independent work of students should increase, with the teacher participating as a facilitator and advisor. Students' independent work involves the

widespread use of technology and related technologies. Then, if the student acquires basic skills in working with different sources and technological rules of data processing in computer science classes, the science teacher should pay more attention to solving these problems, the knowledge and skills acquired by students in computer science classes. can apply in the field of their subject.

The tools used in the educational process serve to ensure the effectiveness of education. A tool is an auxiliary learning material needed to successfully use a particular teaching method or techniques. Teaching aids include tools, laboratory equipment, information and technical aids (devices), visual aids, symbols, textbooks, manuals, radio, television and computers, and more.

Today, many schools in the country lack a sufficient material and technical base, classrooms are not equipped with technical means and visual aids, which leads to the formation of students' understanding of the subject in the classroom in the form of verbal imagery and imagination.

Use of teaching aids in the educational process Natural or visual visual materials (subject, scheme, diagram, picture, etc.; equipment used in the laboratory or demonstration-based lessons, teaching aids, microscope and other devices, as well as the use of evidence on the subject (citation, definition, rule, formula, etc.).

The globalization of the exchange of information, as well as the rapid increase in the number and quality of scientific innovations in science, technology and industry, will allow students to learn about them quickly and in detail. puts giving on the agenda. Positive satisfaction of this requirement is achieved, first of all, in the educational process, which is a convenient, acceptable form of acquisition of scientific, theoretical and practical knowledge.

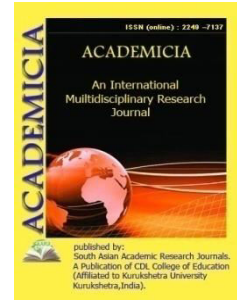
The purposeful and effective organization of the educational process depends on the level of educational resources (curriculum, syllabus, textbooks, manuals), as well as the level of knowledge and pedagogical skills of the teacher. Another factor in the successful application of pedagogical technologies in the educational process is the preliminary design of a specific, integrated educational process, the diagnosis of the level of theoretical and practical knowledge, skills and abilities acquired by students and the successful completion of educational goals. is to be able to predict in advance.

At present, research institutes, public education institutions and higher education institutions operating in the field of pedagogy have the most optimal design of the educational process in all types of educational institutions, regardless of the form, method and means. it is advisable to create a uniform template for the learning process.

In short, today it is necessary for every educator to know modern pedagogical technologies and to keep pace with the times. This will make the learning process more interesting and effective, as well as increase the interest of students in the lesson. When the educational process is organized in this way, the technical means become independent and the technical means become a full-fledged part of it. The use of technical aids will allow each student to take an individual approach and develop tasks of varying levels of complexity, offering them to different students within the same course, depending on their individual ability and readiness.

REFERENCES

1. H. Muhammedov, M. H. Usmanbaevna, S. S. Rustamov "Modern interactive methods in the organization of education" Tashkent 2016.
2. Q. Bakhromov, A. Safarov. "Non-traditional lessons and interactive methods of teaching." Buxoro 2004 y.
3. Q. Bakhromov, A. Jorayev. Interactive Teaching Methods. Buxoro 2007 y
4. N.N. Azizkhodjaeva "Pedagogical Technologies and Pedagogical Skills" Publishing House of the Literary Fund of the Writers' Union of Uzbekistan Tashkent-2006
5. A. Soliev "Selected works" Tashkent 2018



DOI: **10.5958/2249-7137.2021.01784.5**

INVESTIGATE THE IMPACT OF SOIL STABILIZERS ON THE DESIGN OF FLEXIBLE PAVEMENT

Sardar Mohammad Hamidzai*; **Dr. Sandeep Singla****;
Dr. Sandeep kumar chandel***

*M-tech Research Scholar,
RIMT University Mandi Gobindgarh Punjab,
INDIA

**Professor,
RIMT University Mandi Gobindgarh Punjab,
INDIA

***Assistant Professor,
RIMT University Mandi Gobindgarh Punjab,
INDIA

ABSTRACT

Sub grade layer is that the bottom layer within the asphalt roads structure that below the bottom course placed as 1st layer, conditional on the kind of asphalt. For the big part, sub grade is made of kind and kind nearby local soil, river gravel, crush gravel and other sandy materials that time may be potentially wet that can't have enough solidness to help asphalt bound to sub base layer. A sound information on carrying out of the sub grade soil below winning unwarning condition is very important before the event of some bitumen. The more precious every solid scenery of the elements the more powerful would be some drawn-out demonstration from the bitumen. Henceforth, the regulation of bitumen ought to stay targeted throughout the output, typically physical, and increase utilization of possible sub grade elements to strengthen their display. If there should arise an occurrence of less also moist sub grades, the permissible approach could also imply required to build the sub grade assist toward higher layers (e.g., planning operating stage) for asphalt development to reached the height purpose for successive tolerate loading. For stabilized soils, even fifty metric linear unit diameter, a hundred metric linear unit high samples are often used for UCS when natural action. Beam size are often fifty metric linear unit x fifty metric linear unit x three hundred metric linear unit for flexure tests

when natural action. Field condition is also simulated throughout the natural action. In this paper, the necessity of utilizing suitable stiffness for underlying layers is underlined in this study, as well as the impact of common additions like lime, cement, and fly ash on enhancing the strength and stiffness modulus of soil layers.

KEYWORD: Soil, Payment, Sub Grade, Stabilized Soil.

1. INTRODUCTION

The sub grade layer is the bottom layer inside an asphalt road construction that is put beneath the bottom course as the first layer, depending on the kind of asphalt. For the most part, sub grade is made up of local soil, river gravel, crush gravel, and other sandy elements that may be moist at times and lack the necessary solidity to keep asphalt bonded to the sub foundation layer. In the past strength nature of the sub grade soil employed in asphalt reaching had been controlled by kind and kind researches to find the fact, sample, the California bearing ratio (CBR). In any case not of those, this activity prepared considers the influence of cyclic stacking about that vehicular weight toward the bitumen because of the latent physics of their stacking provisions. The latest approval in bitumen configurations promotes the exhibition of hardness-based modulus called the excellent modulus which handles the extended bounding status on the elements to be tried, then it executes the actual vehicular bandaged in the range. The extended bound axial examination is done inside the adjustable extent of the dirt to make the SM. Then follow, the lasting sophistication manages the cyclic sticking of materials previous as far as possible or in some cases up to disappointment of the examples to assess the rutting performance and different research stage of the materials. Dispite of the more exact outcomes from TM and continuous deformity tests, a few fashioners temporary workers indeed sloping toward utilizing capacity bearing ratio credit or some other traditional technique in the plan of asphalt instead of the use of SM because of related minimal tryst and little bit time contrasted with the continued bounding tests.

2. LITERATURE REVIEW

Little (1995): Lab testing reveals that concrete responds with average, civilly fine, and fine-grained soils to deliver reduced changeability, expanded functionality, and expanded strength. Strength pick up is principally because of the substance responses that happen between the concrete and soil particles.

Robert L. Parsons (2004): Poor subgrade soil conditions will bring forth deficient asphalt uphold and reduce asphalt life. Soils could be improved through the growth of compound or building material superimposed substances. These compound superimposed substances vary from byproducts to try to made materials and incorporate lime, category C fly junk, PC, concrete furnace dust from pre-calciner and long oven cycles, and high-class compound stabilizers.

Oklahoma DOT (2009): The examination shows that the Soil adjustment or change refers to the improvement of the dirt genuinely or synthetically by utilizing different methods including mechanical compaction and the utilization of different calcium rich synthetic matters. The determination of proper adjustment method relies upon the dirt kind and its complaint.

Cetin Bora et. al. (2010): Roads square standard one with the highest improvement areas, and reprocess from affordable excess materials while their expansion will contribute Brobdingnagian

worth resources stocks whereas adhering the purposes of us Federal central street Department modern Highways Connections project. an inquiry center survey was LED to investigate the achievability of reusing falsely settled street surface material in the construction of domestic roots. Non-cementitious off-spec huge carbon fly portion was launched by lime chamber sewage also went to balance explanation an unpaved road material (URM) collected of Maryland.

Mekkawy M. Mohamed et. al. (2010): An as of late finished field concentrate in Iowa indicated that frequent granular shoulders overlies clayey sub evaluation layer with California Bearing Ratio (CBR) estimation of 10 or less. When exposed to rehashed traffic loads, a portion of these segments create impressive rutting. Because of expensive repeating support and security concerns, the creators assessed the utilization of biaxial geo networks in balancing out a seriously rutted 310 m tests segment upheld on slight sub evaluation soils. Checking the test segment for around one year, shown the utilization of geo network as a moderately straightforward technique for improving the shoulder execution. The field test was enhanced with a research facility testing program, where cyclic loading was utilized to consider the presentation of nine granular shoulder models.

3. MATERIALS AND METHODOLOGY

During this experiments we are going to perform various tests of C.B.R on soil ,soil cement with 2% stabilization, soil with cement 4% stabilization ,soil with lime 2% stabilization and soil with lime 4% stabilization.

a) On soil

Soil must pass then 20mm sieve NO

Soil must retain on 4.75mm sieve NO

b) Soil with 2% cement stabilization

Mix must pass then 20mm sieve NO

Mix must retain on 4.75mm sieve NO

c) Soil with 4% cement stabilization

Mixture must pass to 20mm sieve NO

Mixture must retain on 4.75mm sieve NO

d) Soil with 2% lime stabilization

Mixture must pass to 20mm sieve NO

Mixture must retain on 4.75mm sieve NO

e) Soil with 4% lime stabilization

Mixture must pass to 20mm sieve NO

Mixture must retain on 4.75mm sieve NO

f) MDD and OMC of the soil

Compacted soil must achieved suitable compaction as 97%

Reduce susceptibility of soil against settlement

Cement

Concrete is a powdered substance shaped by a proportional combination of argillaceous and calcareous materials by consuming and pounding the powder and is utilized in development as a folio. It comprises generally in legitimate extents, of lime, silica, alumina, iron oxide, Sulfur oxide and so forth. At the point when water is applied to it settles and solidifies. It structures mortar when sand and water are applied to the stone, and it structures solid when sand, coarse totals and water are joined with concrete. Concrete's properties rely upon its cosmetics. When all is said in done, the shade of the concrete is dim. To frame a steady mass, concrete clings to different materials and ties them together. The critical motivation behind concrete is to tie the fine totals and coarse totals along with water and to fill the holes among sand and rock to frame a thick conservative mass. There are a few concrete structures that are utilized for various designing purposes. For various endeavors, customary Portland concrete is ordinarily utilized. The diverse OPC classes are grade 33, grade 43, and grade 53.

TABLE NO.1: PROPERTIES OF CEMENT

Material	Specific gravity	Standard Consistency (%)	Initial Setting time (minutes)	Final setting time (minutes)
Cement	3.15	32	54	390

TABLE NO.2: CHEMICAL COMPOSITION OF CEMENT

S.NO	COMPOSITION	WEIGHT%
1	LIME	60-68
2	SILICA	15-24.5
3	ALUMINA	3.0-7.5
4	IRON OXIDE	0.2-5.0
5	MAGNESIA	0.1-3.7
6	SULPHUR	0.1-1.6

4. Experimental Study

4.1 Definition of C.B.R

That is the size connection of strength per unit area required to insert a soil heap beside habitual round piston on the rush of one point twenty five mm/min. thereto needed for the corresponding penetration of a regular material.

C.B.R. = (Test load/Standard load) X one hundred

The following table offers the quality hundreds adopted for various penetrations for the quality material with a C.B.R.(capacity bearing ratio) worth of 100%

Penetration plunger of piston (mm)	Standard load (kg)
Tow point five 2.5	1370

Five 5.0	2055
Seven point five 7.5	2630
Ten 10.0	3180
Twelve point five 12.5	3600

TABLE 3: STANDARD LOADS FOR DIFFERENT PENETRATIONS

It does that quantitative connection from energy through total field wanted to punch a soil volume by the customary round cylinder on some activity from individual duration twenty-five 1.25 mm/min. over that expected toward the similar perception of the everyday element. $C.B.R. = (\text{Test load}/\text{Standard load}) \times 100$

The above table offers the standard tons of adopted for numerous penetrations for the standard material with a C.B.R capacity bearing ratio value of 100%.

C.B.R. capacity bearing ratio of specimen at five point zero millimetres 5.0 mm penetration

The C.B.R. capacity bearing ratio values are normally determined for entry of tow point five millimeters 2.5 mm & five millimeters 5 mm. For the greatest portion the C.B.R. capacity bearing ratio approval at two point five millimeters 2.5 mm will be more protuberant that at five millimeters 5 mm and in such a the previous will be taken as C.B.R. capacity bearing ratio for formation reason. On the off chance that C.B.R. capacity bearing ratio for five millimeters 5 mm surpasses that for tow point five millimeters 2.5 mm, the test should be reused. On the off chance that indistinguishable outcomes follow, the C.B.R. relating to five millimeters 5 mm entry should be taken for plan.

5. Test Result

The CBR capacity bearing ratio tests were led utilizing unstabilized and settled soil tests, these tests are introduced in the tables and distinct charts as established as follows.

5.1 Classification of Unstabilized Soil

The arrangement of soil hand-me-down for cement stabilization is as you can see bellow.

Sand = 66.00% sixty six percent

Silt = 18.00% eighty percent

Clay = 16.00% sixteen percent

The conformation of soil hand-me-down for lime stabilization is as follows

Sand = 24.80% twenty four point eighty percent

Silt+ Clay = 75.2% seventy five point tow percent

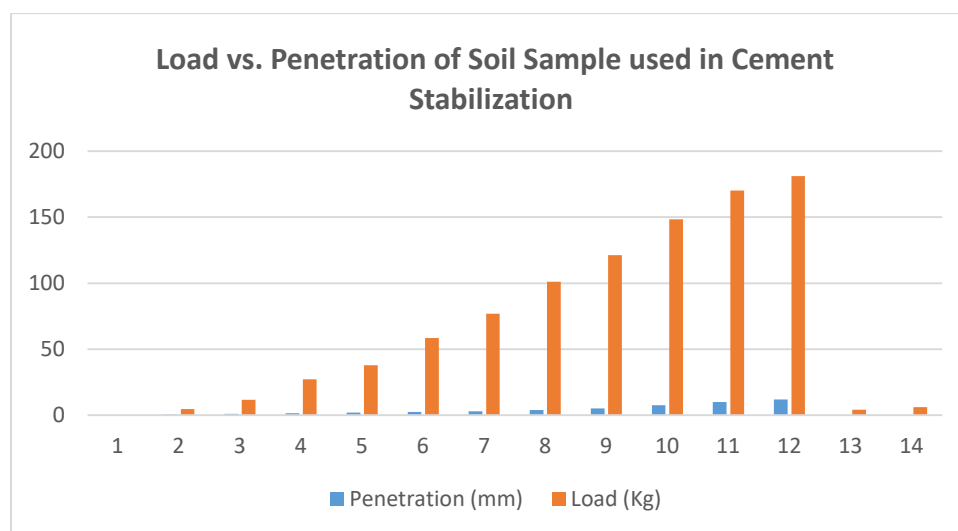
Plasticity Index = 15.26% fifteen point twenty six percent

5.2 The Result of C.B.R Test for Cement Stabilization

5.2.1 C.B.R of Unstabilized Soil in Cement Stabilization

TABLE 3 LOADS VS: PENETRATION OF SOIL SAMPLE USED IN CEMENT

Penetration (mm)	Load (Kg)
0	0.00
0.5	4.50
1	11.60
1.5	27.10
2	37.90
2.5	58.40
3	76.90
4	101.10
5	121.20
7.5	148.40
10	170.10
12	181.10
CBR (%) at 2.5mm	4.20
CBR(%) at 5mm	6.10 Accepted

**Figure 1: Load vs. Penetration of Soil Sample used in Cement Stabilization****5.2.2 C.B.R Test of Soil Stabilized with two percent 2% Cement****TABLE .4 . LOAD VS. PENETRATION OF SOIL SAMPLE WITH 2% CEMENT**

Penetration (mm)	Load (Kg)
0	0.00
0.5	5.9
1	15.7
1.5	37.9
2	58.00
2.5	81.57

3	104.39
4	135.50
5	165.00
7.5	211.03
10	226.34
12	241.59
CBR (%) at 2.5mm	5.70
CBR (%) at 5.0mm	8.00 Accepted

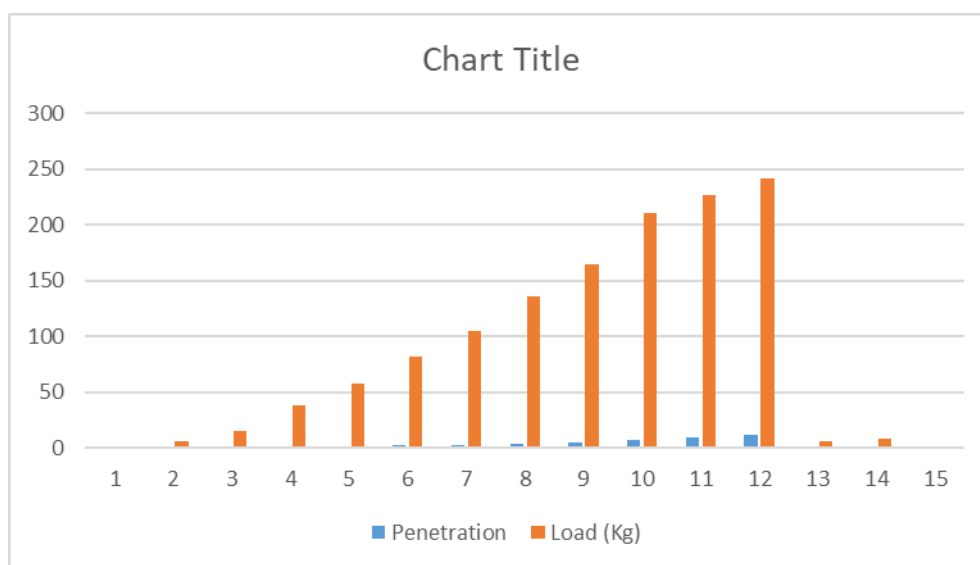


Figure 2: Loads vs. Penetration of Soil Sample with two percent 2% Cement

5.2.3. C.B.R Test of Soil Stabilized with 4% Cement

TABLE 5: LOAD VS. PENETRATION OF SOIL SAMPLE WITH FOUR PERCENT 4% CEMENT

Penetration (mm)	Load (Kg)
0	0.00
0.5	8.00
1	22.50
1.5	48.68
2	68.59
2.5	103.08
3	142.50
4	175.80
5	181.12
7.5	203.60
10	218.05
12	225.50

CBR (%) at 2.5mm	7.80
CBR (%) at 5.0mm	8.90 Accepted

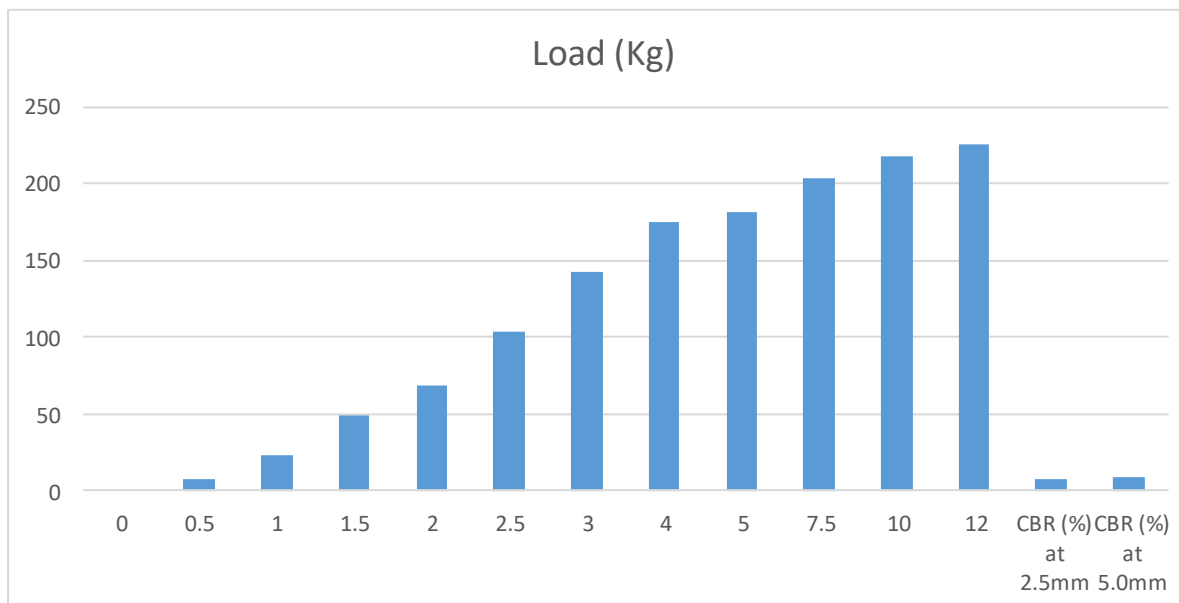


Figure 4: Loads vs. Penetration of Soil Sample along with four percent 4% Cement

5.2.4 Variation of MDD(maximum dry density) with Cement Content

TABLE 6: MODIFICATION OF MAXIMUM DRY WEIGHT, WHICH SHOWS BY THE ABBREVIATION (MDD) WITH CEMENT CONTENT

Sample No.	MDD (Kg/m ³)	Percentage Increase in MDD
0% Cement	1820	-
2% Cement	1868	2.70%
4% Cement	1902	5.00%
8% Cement	1924	5.80%
12% Cement	1944	6.90%
15% Cement	1904	4.6%

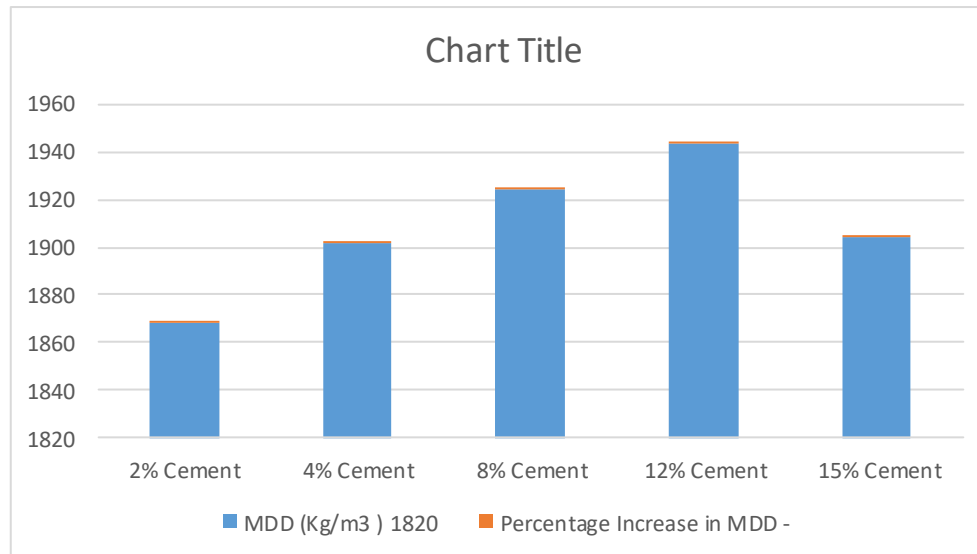


Figure 5: Variation of Maximum Dry Density (MDD) with cement content

4.12.5. Variation of OMC with Cement Content

TABLE 7: MODIFICATION FROM BEST MOISTURE CONTENT WHICH SHOWED BY THE SYMBOL (OMC) AMONG CEMENT CONTENT

Sample No.	OMC (%)	Percentage Increase in OMC
0% Cement	11.9	-
2% Cement	12.50	-3.55%
4% Cement	11.90	-4.89%
8% Cement	12.44	-8.72%
12% Cement	11.90	-9.88%
15% Cement	12.50	+2.25%

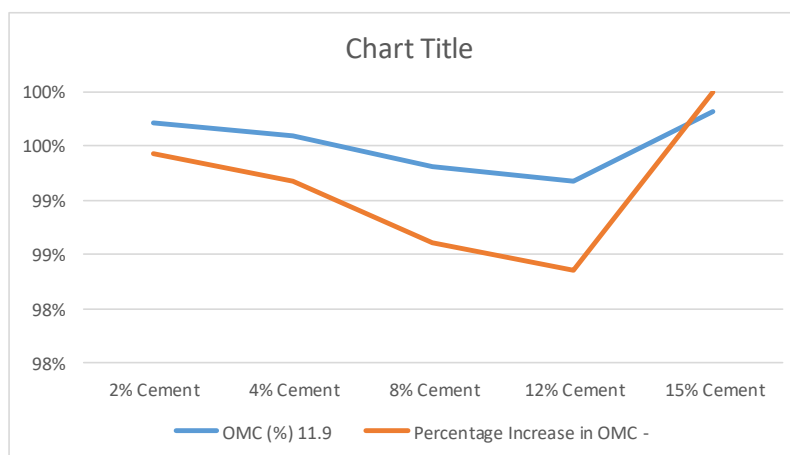


Figure 5: Variation of Optimum Moisture Content (OMC) with cement content

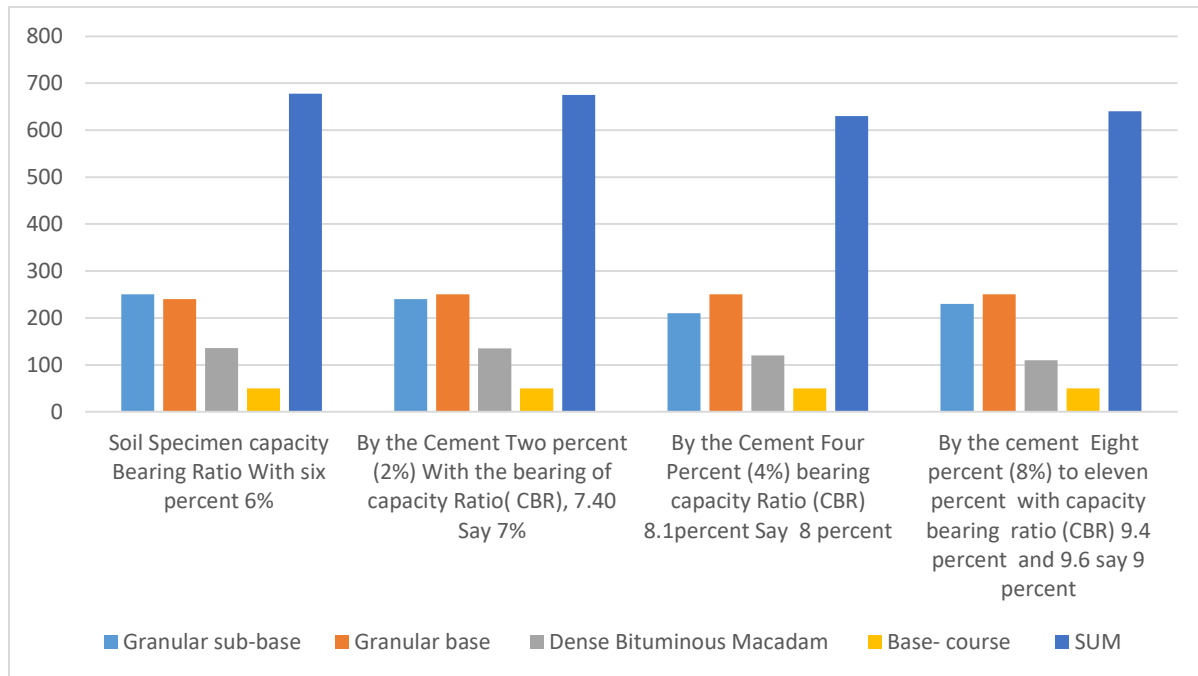
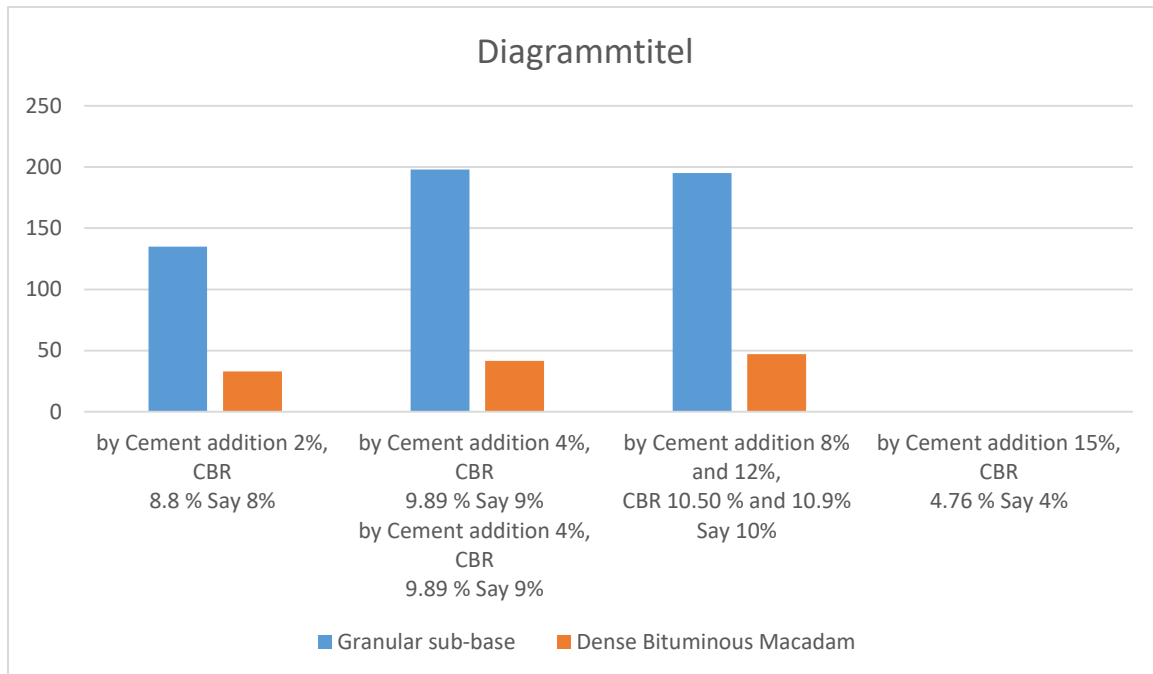


Figure 6: Crust thickness with different percentages of cement addition

IN CASE LIME STABILIZATION

S.No	Description	Saving in Thickness (mm)
1	Soil Sample CBR 3%	Design with Base Sample
2	With Lime addition 2%, CBR 7.87 % Say 7%	135
		0
		33
		0
		168
3	With Lime addition 5%, CBR 9.55%, Say 9%	198
		0
		41.5
		0
		239.50
4	With Lime addition 10%, CBR 10.62% Say 10%	195
		0
		47
		0
		242



CONCLUSION

1. With addition of stabilizers i.e. cement and lime, the C.B.R. increases upto a certain limit but after that the C.B.R. value decreases even on further addition of stabilizers.

2. As in the case of cement stabilization, the C.B.R. increases up till addition of percent cement content but on further increase in cement content i.e. 12% there is hardly any increase in value of C.B.R. and on further addition of cement content i.e. 15%, the value of C.B.R. reduces drastically.

3. Similarly, in the case of lime stabilization, the C.B.R. value first increases upto a certain limit and after that the value decreases with further addition of lime.

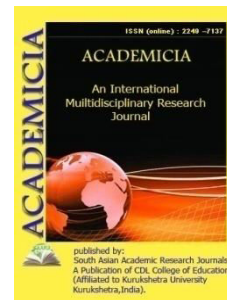
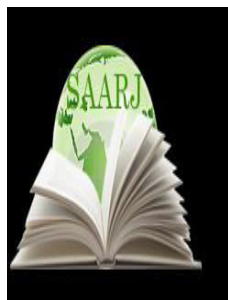
Future Scope

In the field of adjustment of sub evaluations, there's a good contract of allowance for additional work. Comparative changes ought to be potential using totally different numerous materials accessible, most important being tally Grade eighty one. it's another licenced material and has a massive degree in examination work. changes will be done on many quite soils. The adjustment ought to likewise be possible with frequent blends of stabilizers like concrete and lime combined.

REFERENCES:

1. IRC: 37- 2012: Guidelines for the design of flexible pavements (Second Revision) Pradhan
2. Mantri Gram Sadak Yojana (PMGSY) Soil Survey, National Rural Roads Development Agency. Annexure 5.1

3. D S V Prasad, G V R Prasada Raju, M Anjan Kumar, "Utilization of Industrial Waste in Flexible Pavement Construction" EJGE Vol. 13, Bund. D 2009
4. Kolay, P.K1. Sii, H.Y2. and Taib, S.N.L.3 "Tropical Peat Soil Stabilization using Class F Pond Ash from Coal Fired Power Plant", International Journal of Civil and Environmental Engineering 3:22011.
5. Joel H. Beeghly "Recent Experiences with Lime-Fly Ash Stabilization of Pavement Subgrade Soils, Base and Recycled Asphalt" 2003 International Ash Utilization Symposium. Centre for Applied Energy Research University of Kentucky' paper #46
6. Aykut Senola,, Tuncer B.Edilb, Md.Sazzad Bin- Shafiquec, Hector A. Acostad , " Soft subgrades stabilization by using various fly ashes", Resources, Conservation and Recycling 46 (2006) 365-376.
7. Raju Sarkar, S.M. Abbas, J.T. Shahu, "Geotechnical Characterization of Pond Ash Available in National Capital Region Delhi" International Journal of Earth Sciences of Engineering ISSN 0974-5904, Volume 04. No.06 SPL, October 2011, pp 138-142.
8. IRC: SP: 72-2007 "Guidelines for the design of flexible pavements for low volume rural road". Basak, S., Bhattacharya, A. K and Paira, L. K., (2004), "Utilisation of Fly Ash in Rural Road Construction in India and its Cost Effectiveness", Electronic Journal of Goetech Engineering.
9. Mithra Dewars; Satender Kumar & Mohit Verma; (2009) "A Case Study On Rapid Pavement Construction by In-Situ Soil Stabilization" Legend Surface Developers Pvt. Ltd., New Delhi
10. Biswajeet & Nayak Devadatta, (2009) "A Study of Subgrade Strength Related to moisture".
11. IRC-SP 72-2007, "Guidelines for the Design of Flexible Pavements for Low Volume Rural Roads" IRC, New Delhi.
12. S.P. Bindra "A Text Book of Highway Engineering" Dhanpat Rai Publications, New Delhi
13. Arman, A., and Munfakh, G.A. *Stabilization of Organic Soils with Lime*. Engineering Research Bulletin No. 103, Division of Engineering Research, Louisiana State University, Baton Rouge, 1970.
14. Alexander, M.L., Smith, R.E., and Sherman, G.B. *Relative Stabilizing Effect of Various Limes on Clayey Soils*. Bulletin 381, Highway Research Board, 197



DOI: **10.5958/2249-7137.2021.01785.7**

LIFELONG LEARNING – LLL – HELPS TO REALIZE PERSONAL AND PROFESSIONAL POTENTIAL

Khusainova Firusa Toxirovna*

*Senior Teacher,

Department General sciences and culture of the Tashkent State University of Law,
UZBEKISTAN

Email id: fayruzakhusainova@gmail.com

ABSTRACT

This article is devoted to lifelong learning as a new form of education, which is now becoming more and more popular, the relevance of Lifelong Learning - LLL for the realization of personal and professional potential is substantiated.

KEYWORDS: *Lifelong Learning, Formal, Informal and Informal Methods, Concept.*

Train yourself for lifelong learning, The most valuable asset you will ever have is your intelligence and what you put into it.

Brian Tracy

INTRODUCTION

Knowledge, skills, tools and practices have an extremely limited shelf life. The age of the students is growing, their professional and life experience is becoming more and more unique. In order to remain a sought-after specialist in the labor market, improve and expand your career prospects, remain active and be ready at any age to change or change professional activity, you need to reflect on the near future, regularly update and deepen your knowledge.

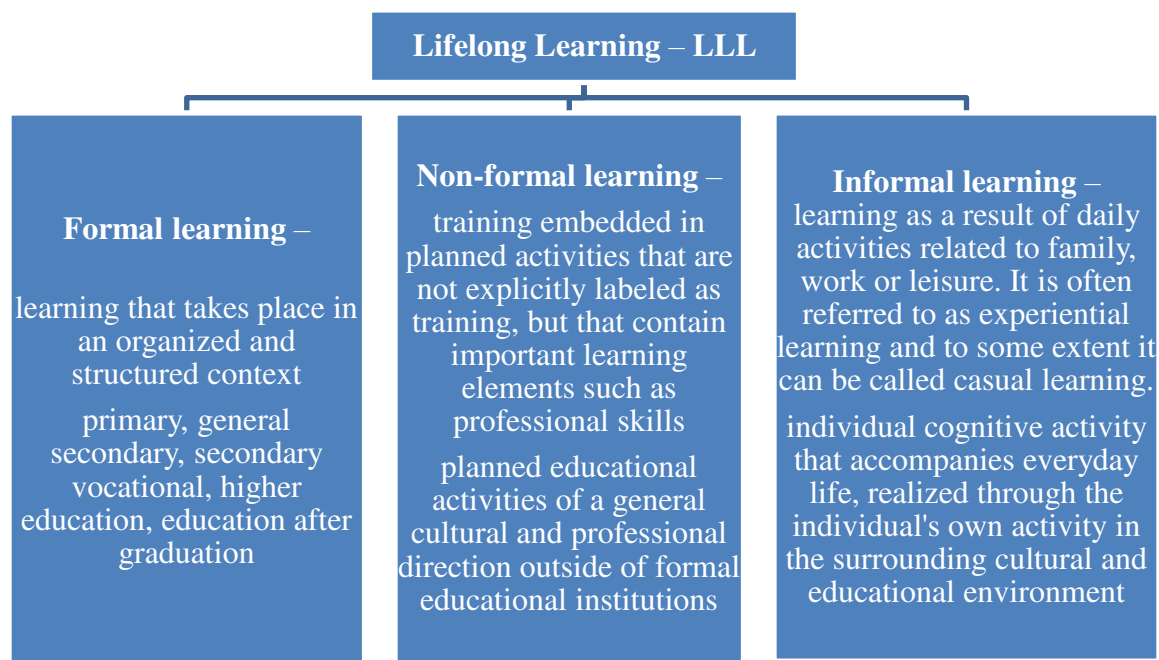
Renewal of knowledge should become a lifelong learning need.

Lifelong learning is the concept of continuous search and accumulation of new knowledge based on the personal or professional interests of a person, regardless of his age and field of activity, as well as Lifelong Learning - LLL - "All educational activities carried out throughout life, with the aim of improving knowledge, skills and competencies within a personal, civic, social and / or employment-related perspective".

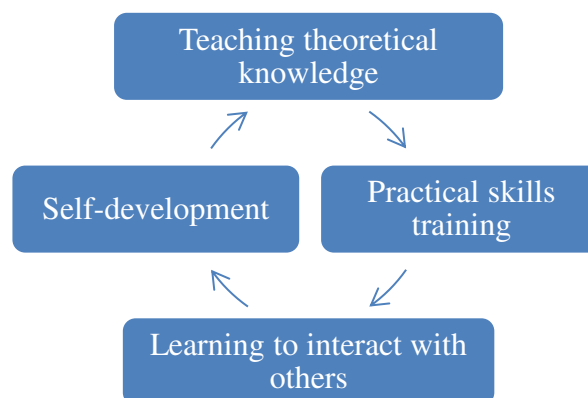
In action, this concept stimulates a person to personal growth, as well as to increase competitiveness in the labor market. It is based on an orientation towards personal development and the creation of favorable conditions for this development, the replacement of outdated ideas and approaches with new methods and progressive views, the use of all the achievements of technological development.

Due to the absence of any age, social and organizational restrictions, this global approach to education implies the continuous mastery of new knowledge, skills and abilities in the chosen direction and, as a result, a personal education system. There is no completed education, it lasts a lifetime, thereby allowing you to respond in time to all the innovations and changes in the modern information society.

Lifelong learning encompasses learning throughout the life cycle from early childhood to old age.



The concept of lifelong learning implies voluntary learning, therefore personal characteristics and the desire to learn are of great importance and allows us to distinguish four areas of learning:



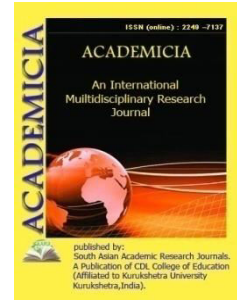
The purpose of the training is to provide a person with the opportunity to liberate the intellect, form an independent judgment, develop initiative, reveal potential and abilities.

A person who wants to stand out from the crowd should present himself as best as possible, show that he has the skills to do the job, and lifelong learning helps him in this.

To summarize all of the above, Lifelong Learning means consistency of lifelong learning in formal educational settings and beyond. The benefits of LLL are clear. It is an opportunity to adapt to changes in society. The person involved in the LLL process will keep pace with society, will be aware of changes in technology, news and political trends, finance, etc. Another advantage is career growth. New jobs and positions are being created all the time. Therefore, vacancies will be filled by employees who are the most competent and educated in their areas of work. Another advantage of LLL is life enrichment. People for whom lifelong education becomes second nature can count on an active and meaningful life. A person involved in the LLL process uses every opportunity to explore topics of interest to him.

REFERENCES

1. Baranovskaya, E.V. Lifelong Learning (lifelong learning). Concept, goals and advantages / Baranovskaya E.V., Ladyzhenko M.V. // Higher technical education: problems and ways of development = Engineering education: challenges and developments: materials of the X International Scientific and Methodological Conference, Minsk, November 26, 2020 / Ministry of Education of the Republic of Belarus, Belarusian State University of Informatics and Radioelectronics. - Minsk: BSUIR, 2020. P. 16-19.
2. Kenzhebek, G.A. Lifelong learning, or How distance education increases access to knowledge / GA Kenzhebek. - Text: direct // Pedagogy: traditions and innovations: materials of the X Intern. scientific. conf. (Kazan, December 2018). - Kazan: Young Scientist, 2018. P. 20-22.
3. Leonidova G.V. Continuous education as a condition for the formation of human capital / G.V. Leonidova, K.A. Ustinova // Economic and social changes: facts, trends, forecast. - 2012. - No. 6 (24). P. 124-137.
4. Bologna Treaty and ECTS (EUROPEAN CREDIT TRANSFER SYSTEM) KF Tohirovna Archive of Conferences 14 (1), 25-31.
5. Lifelong learning - requirements and challenges. Report on the seminar with the participation of representatives of the CIS countries and Mongolia. 2002. P. 5.
6. Tissot, P. Terminology of vocational training policy: a multilingual glossary for an enlarged Europe (pp. 70, 76, 112). Cedefop (Ed), Luxembourg; Office for Official Publications of the European Communities, 2004.
7. A Memorandum on Lifelong Learning, Commission of the European Communities, 2000.
8. Modern pedagogical methods in effective organization of lessons. AS Narzullovna, KF Tokhirovna, AZ Bakhramovna, SS Odeldjanovna, ...Journal of Critical Reviews 7 (9), 129-131.



DOI: **10.5958/2249-7137.2021.01789.4**

YOUTH EDUCATION OF PUBLIC CULTURE NEGATIVE EFFECTS

Bahauddinov Shamsuddin Salievich*

*Doctoral Student of NSPI named after Ajiniyaz,
Nukus, UZBEKISTAN

ABSTRACT

This article provides an analysis of the concepts of culture and “popular culture”. The negative impact of “popular culture” on the education of young people was revealed. It was noted that it would give negative results. The need to educate young people to be perfect people was highlighted. Data were obtained from reliable sources. Often, in conversations, some intellectuals complain about the negative impact of bad music, bad movies, traditions that contradict the psyche and spirituality of a particular nation on the minds and hearts of young people in general. Today, if you turn on the TV and radio channels, browse the press, or “travel” through the “jungles” of the Internet, you will no doubt encounter more harmful information than useful information. In contrast, Western life is praised as rising to heaven like heaven. All these factors make it necessary to establish a consistent spiritual education in a developing society. Take samples of the culture or lifestyle that is promoted through single commercials. While it may seem as if a simple fabric necessary for need is being propagated through them, there is something hidden behind it that is not in line with our national ethics.

KEYWORDS Culture, “Popular Culture”, Value, Idea, Ideology, Upbringing, Kitsch, Original, Surrogate, Mask, Essence, Meaning, Content.

INTRODUCTION

Culture is a concept that is inextricably linked with upbringing and plays an important role in the upbringing of the perfect man. After all, an educated person is also referred to as cultured. Hence, it is necessary to consistently study the influence of culture in the upbringing of young people.

Unfortunately, sometimes the behavior of the Western world is aimed at disrupting the worldview of young people. One of the most dangerous evils of today, called “popular culture”, originated in the West and is spreading to all parts of the world. It is an idea aimed at

misrepresenting one's homeland, instilling a spirit of indifference to the past, and instilling distrust of the state and society — disrupting the worldview of young people. In contrast, Western life is praised as rising to heaven like heaven. All these factors make it necessary to establish a consistent spiritual education in a developing society.

Feelings of national pride and patriotism - combined with feelings of struggle for the development of the homeland, peace and prosperity of the people, determine the basis of spirituality. Indeed, these processes have been a bold step towards the development of civil society and the strengthening of the principles of democracy. The truth is that not only the requirements of Western democracy can be taken into account, but also the ancient statehood traditions of any nation. In other words, it is expedient to use the elements of Eastern democracy and, most importantly, national and spiritual values.

Today, it is impossible to blindly accept the Western way of life and morals. This is because such desires as excessive individualism, selfishness, selfishness, and self-interest are not inherent in human nature.

It is no secret that at a time when life is changing rapidly and attitudes to life are changing, some young people prefer to strive for the light benefits of life today, rather than hard work like working on themselves. Most modern young people fill their lungs with the air of freedom and claim to make an independent choice of life path. This is also actually true. After all, everyone has the right to choose their own path in life. Furthermore, if he does not look at the mouths of adults at every step and try to think independently, it is unlikely that he will be able to do anything in the future. However, it is known that the path chosen by an individual decides not only his own destiny, but the destiny of the whole society, the whole nation. Can a child who has no life experience, who does not know black and white, choose the right purpose of his life? And the role of parents, coaches, in short, the role of adults, the right advice is important. This is not an easy task.

Young people think differently than adults, have a different approach to life, see the world differently. Often, in conversations, some intellectuals complain about the negative impact of bad music, bad movies, traditions that contradict the psyche and spirituality of a particular nation on the minds and hearts of young people in general. In fact, we often come across examples of "popular culture" in life, such as a song, an ideologically empty, even harmful film, that has no meaning and no content that evokes lower instincts than human perceptions. Perhaps the idea of blocking the flow of such "works" from the outside is correct. But is it possible to prevent the spread of negative "mass culture" around the world in this way? Is it possible to free people from the bondage of "popular culture" by order or decree? As one Chinese thinker said, "If you want to overthrow an oppressor, first destroy the throne you have set for him in your heart." After all, it's all about human inclination. In other words, as long as there is demand, there will be supply, and the problem is that this tendency is lost. Otherwise nothing and no force can stand in his way.

Popular culture products are called kitsch products. Kitch (German) means "to cheapen", "to turn into something cheap". According to sociologist German Broch, kitsch is a "system of imitation" (1969). What is the scientist talking about? Of course, it's about likening a fake thing to a real thing, a bad thing to a good thing, an ugly thing to a beautiful thing. It's like sticking the logo of

a world-famous firm or company on a hand-sewn suit at home. So a kitsch is a cheapened copy of something expensive, not the original. It means creating something artificial.

Nowadays, this also applies to ethics. That is, not to be kind, to look like a kind, not to be a true friend, not to be like a real friend. As a result, morality is replaced by false morality. Goodness is replaced by something else in the guise of "goodness." The form squeezes out the content.

"Popular culture" emphasizes secondary things, not the most important values. He makes tragedies out of them. Scenes of prostitution, crime, and evil await people on the screens. For this, they will be interested. Millions of spiritually impoverished people become consumers of these "goods". Demand for them is formed. The buyer is also sold when the goods are ready. As a result, millions of dollars are generated.

People are advertised for affordable brands. They are bought, watched, listened to. People are brought up not wanting what they can't buy.

"Popular culture" and its values are aimed at the general public. They are distributed quickly, all at once, through mass technical propaganda. Popularized. In this way, "popular culture" is globalized and accepted. This will not happen by itself. It is organized by certain political, financial groups. However, we are not interested in the benefits that these groups receive, but in the ideological aesthetic nature of cultural products. Because these products are not a living reality, its creation is not a work of art, but a surrogate. It's not an apple, it's a tulip, a picture, a model.

"Popular culture" has deceptive masks that encompass the entire human mind and intellect, psyche and potential. Two of these masks are in line with the rapidly growing process of globalization that has taken place to this day. These are: image and media.

In short, in today's era of globalization, there is an unprecedented struggle to capture the hearts and minds of young people. Such a struggle is manifested in various spheres of life. The impact of such a risk can be observed primarily in the field of information. Because today it is difficult to find any point or address where the flow of information does not enter. Even in the most remote and remote parts of the world, TV and radio waves and telephone communication have reached. In short, where there is an energy source, there is information. And not all information is useful. Especially at a time when there is a fierce conflict of interests between different forces, every ideological center wants to disseminate information that is pleasing to them, that benefits themselves, and that benefits from it.

Today, if you turn on the TV and radio channels, browse the press, or "travel" through the "jungles" of the Internet, you will no doubt encounter more harmful information than useful information. Especially young people who do not have life experience can accept this information as real, deceived by lies and fabrications. Thus, it is not uncommon for their lives to turn in a completely unfavorable direction due to a trivial piece of information. That is why today it is important to cultivate information immunity in the hearts and minds of young people. The role of family, community and school institutions in shaping such immunity is immeasurable. In other words, the younger generation needs to understand from childhood what is good and what is bad for it, what is a lie and what is the truth.

One of the most serious threats to the hearts and minds of young people today, as we have noted, are the "arts" that are being developed on an industrial basis under the name of "mass culture". In

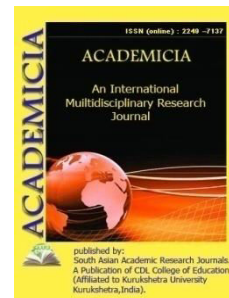
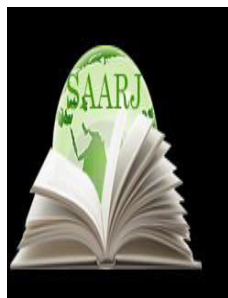
fact, such products, which are far removed from the real work of art, serve the enrichment of certain groups pursuing selfish goals, completely contrary to our national values, deprive man of life, turn him into a spiritually poor and mute creature. In such "works" such vices as obscenity, violence, beatings, fraud, drug addiction, drunkenness are secretly propagated, and the harmful idea that this is the meaning of life is instilled in the hearts and minds of young people. In other words, "mass culture" completely poisons the lives of young people and turns them into creatures who do not know their history, national values, or even their parents.

Popular culture is primarily about profit, wax is about profit. But he wants to make such a profit by poisoning the millions of pure souls who are just coming into life. History has shown that in a free market, there are always a lot of consumer goods, the market is dynamic, but there are also low-quality products, along with the original goods. A similar situation can be seen today in the export of different cultures. But today, this process is taking on a natural flow. That is, in a mass culture market, the goods do not have to be loaded onto a camel caravan. He will come in without asking your permission through the many information networks in your home, town and village. Take samples of the culture or lifestyle that is promoted through single commercials. While it may seem as if a simple fabric necessary for need is being propagated through them, there is something hidden behind it that is not in line with our national ethics. It is this nameless thing that is claiming to become a force that determines the principles of popular culture, the way of life, the sense of national identity, the sense of homeland.

The most effective way to combat "popular culture" is to bring up young people from an early age to have a high level of culture, taste and intelligence, independent thinking and enlightenment. Young people with such qualities are wary of examples of "popular culture" with destructive ideas.

REFERENCES

1. Buchanan P.J. Death of the West. /NS. J. Buchanan; Per. from English A. Bashkirova. –M .: LLC AST Publishing House; SPb .: Terra Fantastica, 2003.-444p. 68-p.
2. Qahhorova M. Spiritual ideal and moral environment of society”.- T .: TSPU edition, 2007. - 44 p.
3. Aslanova, D. X., & Alimova, M. T. (2020). Methodology For The Identification Of Tourist Clusters: The Example Of The Regions Of Uzbekistan. PalArch's Journal of Archaeology of Egypt/Egyptology, 17(6), 14820-14833.
4. Jonas G. The principle of responsibility. – Moscow: Astra. 2004. – 80p.
5. Hattington S. Collision of civilizations. – Moscow: AST. 2005, - 54p.



DOI: **10.5958/2249-7137.2021.01790.0**

“HISTORY OF BAYHAQI” AS A SOURCE OF THE GHAZNAVID PERIOD

Samariddin Nurmuhamedov*

*Basic Doctoral Student,
Institute of History of the Academy of Sciences,
Republic of UZBEKISTAN

ABSTRACT

This article is about Abulfazl Bayhaqi's "History of Bayhaqi" which describes the history of the Ghaznavid dynasty that ruled in Eastern Iran, Khorasan, Afghanistan and Northern India between 352/963 and 582/1186. It gives information about the author of the work, the date of writing, the content, copies and translations. The death of his teacher Abu Nasr and the fact that Bayhaqi was not old enough prevented him from reaching higher levels. He worked in the same position with Abu Sahli Zuzani. As mentioned above, Bayhaqi's work consists of thirty volumes and only parts of the work that date back to the reign of Sultan Mas'ud ibn Mahmud Ghaznavi (421/1030-432/1040-1041) have survived, which are the end of Volume V, Volumes VI, VII, VIII, IX and X. This work is important from the point of view of the fact that it is one of the primary sources; the information contained in it includes the events witnessed by the author of the work.

KEYWORDS: *Ghaznavids, Rasailidiwan, Maqamat, Nasir Li Dinillah, Altintash, Peshawar Copies.*

INTRODUCTION

There are some works such as "History of Yamini", "Zayn al-Akhbar", "History of Bayhaqi" which covers the history of the Ghaznavid period [11: 9-10]. Of these Abulfazl Bayhaqi's "Tarihali Sabuktegin" which known as "Tarihi Bayhaqi" (History of Bayhaqi) is of particular importance due to the accuracy of the data, the high level of reliability. This work is important from the point of view of the fact that it is one of the primary sources; the information contained in it includes the events witnessed by the author of the work. The fact that the play contains a lot of information about the history of the Uzbek people and statehood means that it is important to study this work.

RESULT AND DISCUSSION

Abulfazl Muhammad ibn Husayn Bayhaqi was born in 386/996 in the village of Harisabad, Bayhaq district, southeast of Khorasan [12: 737]. Information about the author is given in several works covering the history of the Middle Ages, of which the author of the work “History of Bayhaq” (تاريخ بيهقي) Ibn Funduq¹ [1: 62-63] wrote the following: “He heard countless hadiths and interpreted them when the time came. He also has Arabic poems. At the age of twenty-seven he became a student of Khoja Abu Nasr Mushkan who served as the head of the Rasaili Diwan (رسائل ديوان) at the court of Sultan Mahmud and Mas’ud. The death of his teacher Abu Nasr and the fact that Bayhaqi was not old enough prevented him from reaching higher levels. He worked in the same position with Abu Sahli Zuzani. He lived under good care and grace in the service of the sultan and minister” [4: 175]. Ibn Funduk stated that Bayhaqi was the secretary of Sultan Mahmud, Sultan Muhammad, Sultan Mas’ud, then Sultan Mawdud and Sultan Farrukhzad, and ceased his activities in the palace during the time of Sultan Farrukhzad [4: 175].

Bayhaqi’s resignation from the palace was due to the following events. During the reign of Ghaznavid Sultan Izzud-dawla Sultan Abdu Rashid ibn Mahmud Ghaznavi (440/1049-443/1052), one of the military commanders Tugrul (d. 1052) rebelled against the sultan. As a result of the revolt ten of the princes were killed along with the sultan. The remaining relatives and supporters of the sultan were imprisoned. Among them was Abulfazl Bayhaqi. However, this captivity ended in forty days. Sultan Farrukhzad (443/1052-1059) killed Tugrul, seized power and released all the prisoners. From that day onwards, Bayhaqi spent the rest of his life creatively. Bayhaqi died in Ghazna in the month of Safar (August-September) in 470/1077 [12: 737].

Bayhaqi has a work called “Maqamat” or “Kitab Maqamat”. He wrote about Maqamati Mahmudi [6: 234] and Maqamati Bu Nasri Mushkan [6: 234]. It is possible that these two will be two separate divisions of Maqamat. Bayhaqi’s other work “Ziynat al-kuttab” was narrated by Ibn Funduq as follows: “He wrote Ziynat al-Kuttab which is unique in its field” [4: 175]. Unfortunately, neither of Bayhaqi’s two works listed above has survived. The work that has come down to us is known as “Tarihi Bayhaqi” [12: 738].

Bayhaqi began writing this work in 409 / 1018-19. Referring to the time of writing, the author states the following sentences: “If one of the readers of my book complains that the sentences of Abulfazl are too long, my answer to him is as follows: “I am writing a history that covers fifty years, thousands of pages, and contains the names of very famous and great people from different tabaqats” [6: 199]. It is clear from these sentences of the author that the work was written for fifty years. However, the known volumes V-X of the work cover only the events from 421/1030 to 432/1040-1041.

According to researchers, Bayhaqi’s famous work consists of thirty volumes. The work is known as “Tarihi Nasiri” (تاريخ ناصري) [3: XI] and “Jamitarikhiali Sabuktegin” (جامع تاريخ آل سبکتکين) [3: XI] as well as “Mujalladati Abulfazl Bayhaqi” (مجلدة ابي الفضل بيهقي) [12: 737-738]. But there is no clear definition of how the author named his work. It is claimed that the name “Tarihi Nasiri” is derived from the nicknames “Nasirud-din” of Sabuktegin, the founder of the dynasty, or “Nasirli dinillah” of Mas’ud ibn Mahmud Ghaznavi. However, only the part of this rare work known as “Tarihi Bayhaqi”, or more precisely, the part that contains historical events of the time of Sultan

Mas'ud, has survived[2: 289]. For this reason, this work is also known as “TarihiMas'udi” (History of Mas'ud).

One of the important aspects of this work is that the author has written only the events that he witnessed. While working in the service of Bayhaqi's palace, especially during the reign of Sultan Mas'ud, he served as a famous scribe and trusted secretary. For this reason he became a person aware of the whole policy of the kingdom. Despite being a palace official, he narrated historical events, their causes and consequences, without further praise or exaggeration. He brings history in the form of days, months, years. If there is a document substantiating an event, he tried to give it.

As mentioned above, Bayhaqi's work consists of thirty volumes and only parts of the work that date back to the reign of Sultan Mas'ud ibn Mahmud Ghaznavi (421/1030-432/1040-1041) have survived, which are the end of Volume V, Volumes VI, VII, VIII, IX and X. They contain information about the political, socio-economic, military life, as well as diplomatic relations with neighboring countries during the reign of Sultan Mas'ud, the system of administrative management, and the structure of the palace[6]².

The issue of political disunity and the struggle for the throne between the successors, which began with the death of Mahmoud Ghaznavi comes in the very first parts of the work. The work also contains information about some events related to the founder of this dynasty Sabuktegin (pp. 313-315, 327-319, 681-715). One of the aspects that increase the importance of the work is that it contains valuable information about the Samanids, Karakhanids, Khwarezm-Shahs and Seljuks. For example, at the end of the fifth volume there was a letter to the khan of Turkestan Kadyrkhan (pp. 125-138) and a decree to Khwarezm-Shah (pp. 139-148), in the sixth volume, Sultan Mas'ud sent a letter to the khan of Turkestan, Kadyrkhan, through two envoys to renew the treaty (pp. 305-307, 333-349), in the seventh volume, Sultan Mas'ud wrote a letter to Khwarezm-Shah Altintash (pp. 503-510), Sultan Mas'ud's envoys brought a bride from Turkestan together with Karakhanid ambassadors (pp. 643-650), in the eighth volume the deterioration of relations between Amir Mas'ud and Bugrakhan, the sending of Amir Sadiq Tabbani as an ambassador to Kashgar and Taraz, and the end of the dispute with the help of Arslankhan (pp. 793-803), in the ninth volume several battles between the Ghaznavids and the Seljuks (pp. 867-892, 893-909, 917-957), a letter from the Ghaznavids to Arslankhan (pp. 959-967), and a story about Amir Mansur Nuh Samani (975-991), in the tenth volume the information about Khwarezm and Khwarezm-Shah Altintash (pp. 1017-1021, 1023-1026, 1027-1028) are among them. Much of this information was personally witnessed by the author and was based on official correspondence.

There are several manuscripts of the work, which are kept in Tehran, India[13: 31]³, Peshawar, St. Petersburg, as well as in the Bodleian Library of Oxford University⁴ [14: 97; 12: 738].

The first printed edition of this work was prepared by British orientalists V.H. Morley and V.N. Lis in 1861-1862[10]. But this print did not have the margins (hashiya) and catalog parts that today's readers will need. Muhammad Adib Peshawari prepared a lithograph of the History of Bayhaqi in Tehran in 1887 and published it in book form. The publisher added comments and margins in this edition[8]. Today, two editions of “Tarikhi Bayhaqi” are widely spread. The first one is Said Nafisi's edition, published in 1319/1907 under the title “Dar piyamuni Tarihi Bayhaqi”[15]. This edition consists of three volumes, and the third volume consists of a margin

only. The second edition was published jointly by Qasim Ghani and Ali Akbar Fayyaz in Tehran in 1324/1913. It is based on copies from Tehran, India and Peshawar, with text, commentary, margins and indexes [6].

The work was translated into Arabic by YahyaHashhab and SadiqNashat in 1376/1956[7]. The English translation of the work was published by K.E.Bosfort in three volumes under the title “The History of Beyhaqi”. The Russian translation was made by A.K.Arends in Tashkent in 1962 under the title “Istoriya Mas’uda”[9]. The work was translated into Turkish by NejatiLugal[3].

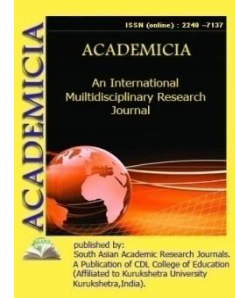
CONCLUSION

In conclusion, Abulfazl Bayhaqi’s “History of Bayhaqi” is an important source that directly covers the history of the Ghaznavid period and the political, socio-economic and cultural life of Eastern Iran, Khorasan, Afghanistan, North India, Khwarezm and Mawarannahr in the first half of the 11th century. The most important aspect of this work is that the author wrote down the events he witnessed and relied on official correspondence to cite them. The presence of valuable information about the Samanid and Karakhanid rulers, Khwarezmshahs, Seljuk commanders and their activities in the work further enhances the significance of this work for researchers.

REFERENCES:

1. Abdülkerim Özeydin. Beyhaki, Ali b. Zeyd // TDV İslam Ansiklopedisi. – İstanbul, 1992. – C. VI.
2. Abdullah Razi. Tarihikamili Iran. - Tehran, 1341.
3. Abu'l-Fazl Muhammad B. Husayn-iBeyhaki. Tarih-iBeyhaki, (translator: NecatiLugal). - Ankara, 2019.
4. Abul Hasan Ali ibn ZaydBayhaqi ibn Funduq. History of Bayhaqi. Publisher. Ahmad Bahmanyar. - Tehran, 1307.
5. AbulfazlBayhaqi. History of Bayhaqi, (publisher: Morley). - Calcutta, 1842.
6. AbulfazlBayhaqi. History of Bayhaqi, (publisher: Qasim Ghani, Ali Akbar Fayyaz). - Tehran, 1324/1913. – 1254 pp.
7. AbulfazlBayhaqi. History of Bayhaqi, (translator and publisher: YahyaHashshob, SadiqNashat). - Cairo, 1956.
8. AbulfazlBayhaqi. Tarihi of Bayhaqi, (publisher: Muhammad AdibNaysoburi). - Tehran, 1306 / 1889-90.
9. Abul-FazlBeyhaki. IstoriyaMas’uda. (translation: A.K.Arendsa). - Tashkent, 1962.
10. Aby'lFazl al-Baihaqi. Tārīkh-iBayahaqī / Tarikh-iĀl-iSaboktakeen, (edited by WilliamHook Morley and W.N. Lees). – Calcutta: Asiatic Society of Bengal, 1861-1862. Osnabrück: BiblioVerlag, 1981.
11. Aslanova, D. (2019). International experience of agro-eco tourism development. American Journal of Economics and Business Management, 2(1), 94-100.

12. Aslanova, D. (2019). Theoretical foundations of agro-eco tourism development. American Journal of Economics and Business Management, 2(1), 101-105.Ch.A.Stori. Persian literature, part II. - Moscow: Main edition of Eastern literature, 1972.
13. Maulavi Qasim Hasir Radavi. Catalogue of The Persian Manuscripts in The Buhar Library. – Calcutta: Imperial Library, 1921.
14. Sachau, Hermann Ethe. Catalogue of the Persian, Turkish, Hindustani and Pushtu Manuscripts in the Bodleian Library. – Oxford: Oxford University Press, 1889.
15. Said Nafisi. Dar Payramuni Narihi Bayhaqi. - Tehran, 1319/1907.
16. Tahsin Yazıcı. Beyhaki, Muhammad b. Hussein // Islamic Encyclopedia, volume VI. - Istanbul, 1992.



DOI: **10.5958/2249-7137.2021.01791.2**

IMPROVING THE SYSTEM OF INTERNAL AUDIT IN BANKS

Oromidinov Muzaffar Pardabayevich*

*Scientific Researcher,
UZBEKISTAN

Email id: moptermiz@bk.ru

ABSTRACT

This article analyzes ways to improve internal audit in banks. The experience of Uzbekistan and international experience in internal audit are considered. The importance of internal audit in banks and the role of the bank in the sustainable operation are also mentioned. The article also examines various international research on internal audit. Based on the research and analysis, scientific conclusions and recommendations have been developed. This division of the banking system primarily determines the goals, objectives and position of the Central Bank and commercial banks. Commercial banks provide services to individuals and legal entities on a commercial basis. Internal audit is part of the ongoing monitoring of the bank's system of internal controls and of its internal capital assessment procedure. Internal audit provides an independent assessment of the adequacy of, and compliance with, the bank's established policies and procedures. It may help an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control and governance processes.

KEYWORDS: *Audit, Internal Audit, Banking, Commercial Banks, Central Bank, Audit Functions, Management, Internal Policy, External Audit, Effective Operation.*

INTRODUCTION

It is known that the stability of commercial banks ensures the inviolability of deposits of individuals and legal entities, the continued inflow of additional funds into the national economy, and on this basis, the smooth development of the macroeconomy. By regulating the activities of commercial banks, the central bank ensures a high level of liquidity of the financial and banking system, the solvency of banks, and at the same time protects the customers of banks by creating a continuous payment system. The system of supervision over commercial banks has been formed and is being improved in Uzbekistan. As a result, in recent years, the capital adequacy of the

banking sector of the country is almost three times higher than the international standard set by the Basel Committee on Banking Supervision at 8%.

According to the experience of developed countries, without the effective functioning of the two-tier banking system, which includes a network of issuing banks and commercial banks, the state can not grow and stabilize the economy. At the forefront is the Central Bank, which regulates the country's money supply and the activities of all credit institutions. The second place is occupied by commercial banks and other credit institutions.

This division of the banking system primarily determines the goals, objectives and position of the Central Bank and commercial banks. Commercial banks provide services to individuals and legal entities on a commercial basis. The central bank will work to ensure the country's macroeconomic performance, the stability of the country's financial sector and the stability of the national currency.

In order for the banking system to continue to operate stably, it needs to be monitored. Supervision of commercial banks means the constant supervision of banks to ensure their stability. Banking supervision is divided into two types. The first is internal control, the second is external control. Internal control is carried out by the internal control department of commercial banks and internal control departments of branches. The structure of the internal control system includes the Internal Control Department of the Bank's Head Office, as well as the staff responsible for Internal Control in the bank's branches.

The internal control department of the head office and the internal control staff of the bank's branches organize their activities in close connection with all the structural units and employees of the bank. In developing the programs, the proposals of the head office structures on topical issues are taken into account. The Board ensures the quality and timeliness of the instructions, instructions, orders and directives of the Chairman of the Board of the bank within the tasks and functions assigned to it.

The internal control system cooperates with the Central Bank and the Department on the organization of internal control, prevention and elimination of violations of the legislation and internal regulations by employees.

The system of internal control in banks is called internal audit. According to the Regulation of the Central Bank of the Republic of Uzbekistan "On requirements for internal audit of commercial banks"[1], the following definition of the internal audit system of banks:

internal audit - activities related to the internal control system of the bank, including risk management and the provision of an independent assessment of the quality, consistency and effectiveness of corporate governance systems and processes;

internal audit service - an independent structural unit of the bank, which regularly conducts internal audit;

Internal Auditing Standards - Principles of Internal Auditing in Banks of the Basel Committee on Banking Supervision, International Professional Standards on Internal Audit of the Institute of Internal Auditors, International Standards on Auditing of the International Federation of Accountants.

Internal audit is part of the ongoing monitoring of the bank's system of internal controls and of its internal capital assessment procedure. Internal audit provides an independent assessment of the adequacy of, and compliance with, the bank's established policies and procedures. As such, the internal audit function assists senior management and the board of directors in the efficient and effective discharge of their responsibilities.

From the above it follows that internal audit is very important in the banking system. An effective internal audit is required for the Bank to operate stably, generate revenue and provide timely and quality customer service. Therefore, our research is aimed at improving the internal audit system in banks.

LITERATURE REVIEW

According to international experience, internal audit of banks is described as follows. Internal audit is part of the ongoing monitoring of the bank's system of internal controls and of its internal capital assessment procedure. Internal audit provides an independent assessment of the adequacy of, and compliance with, the bank's established policies and procedures[2].

Internal Audit evaluates the adequacy, effectiveness and efficiency of the systems of control within the bank and the quality of ongoing operations. Audits are financial, compliance, operational and systems oriented. The incumbent reports to the General Auditor in the performance of all assigned duties.

An internal audit helps a company ensure it has the proper controls, governance and risk management processes in place, according to the Institute of Internal Auditors. By nature, it's an independent activity by a person or team that can present objective findings and make recommendations for corrective measures.

Many scientists have conducted research on internal audit of banks. Among them are Saddam A. HAZAEA, Mosab I. TABASH, Saleh F.A. KHATIB, Jinyu ZHU, Ahmed A. AL-KUHALI in their article "The Impact of Internal Audit Quality on Financial Performance of Yemeni Commercial Banks: An Empirical Investigation"[3] on the Financial Performance of Internal Audit Banks effects were analyzed.

Scholars Zaroug Mohamed, Omar Tawfic, Anaam Khamis Bakhit analyzed the role of internal audit in shaping effective corporate governance in their article "The Influence of Internal Auditing on Effective Corporate Governance in the Banking Sector in Oman"[4].

In addition, many other scientists could conduct research in this area such as Mahmoud Al-Akra, Waleed Abdel-Qader, Mamun Billah in their article "Internal auditing in the Middle East and North Africa: A literature review"[5], Sudipto Bhattacharya, Manfred Plank, Günter Strobl and Josef Zechner in their article "Bank capital regulation with random audits"[6], Drew Dahl in his article "Bank audit practices and loan loss provisioning"[7], Dov Eden and Leah Moriah in their article "Impact of Internal Auditing on Branch Bank Performance: A Field Experiment"[8] and Dije Muhammad Suleiman, Kabiru Isa Dandago in their article "The Extent of Internal Audit Functions Outsourcing by Nigerian Deposit Money Banks" conducted a research about internal audit in banking system.

Data and methodology

The article mainly used the method of scientific abstraction. This method focuses on the main points of the data being analyzed and ignores relatively unnecessary data. Methods such as analysis was also used. The scientific conclusions were drawn from the analysis of statistical data. Research work in this area has been studied. International experience in internal audit of banks has been studied from various official sources. Since such research is directly related to the wishes of customers, it is advisable to conduct a survey on the quality of banking services.

Internal auditing is an independent, objective assurance and consulting activity designed to add value to and improve an organization's operations. It may help an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control and governance processes. Internal auditing might achieve this goal by providing insight and recommendations based on analyses and assessments of data and business processes. With commitment to integrity and accountability, internal auditing provides value to governing bodies and senior management as an objective source of independent advice. Professionals called internal auditors are employed by organizations to perform the internal auditing activity.

An internal audit function provides vital assurance to a bank's board of directors and senior management (and bank supervisors) as to the quality of the bank's internal control system. In doing so, the function helps reduce the risk of loss and reputational damage to the bank[10].

The term audit usually refers to a financial statement audit. A financial audit is an objective examination and evaluation of the financial statements of an organization to make sure that the financial records are a fair and accurate representation of the transactions they claim to represent. The audit can be conducted internally by employees of the organization or externally by an outside Certified Public Accountant (CPA) firm[11].

- There are three main types of audit: external audit, internal audit, and Internal Revenue Service (IRS) audit.
- An external audit is usually performed by certified public accounting companies and the audit report is included in the audit report.
- An unqualified or pure audit opinion means that the auditor has not identified any material misstatements as a result of reviewing the financial statements.
- An external audit may include both the review of the financial statements and the internal control of the company.
- Internal audit serves as a management tool to improve processes and internal control.

Internal auditors work for the company or organization conducting the audit, as a result of which the audit report is submitted directly to management and the board of directors. Consultant auditors, although not internally engaged, use the company standards they are auditing, as opposed to a separate set of standards. These types of auditors are used if the organization does not have internal resources to audit certain parts of its operations.

The results of the internal audit are used to change management and improve internal control. The purpose of an internal audit is to ensure compliance with laws and regulations, to assist in

the proper and timely conduct of financial reporting, and to collect data. It also benefits management by identifying deficiencies in internal control or financial reporting before they are reviewed by external auditors.

Analysis and results

Periodic internal audit is required to monitor the Bank's internal control system and procedures. A good internal audit process helps management perform its duties effectively. This gives them a guarantee of the bank's risks and operational performance. Each bank should conduct an internal audit based on the size and value of its operations to meet its obligations and achieve its objectives.

In general, the internal audit of any bank depends on the following:

- Evaluate the effectiveness of the internal control system and monitor its application;
- Review the appropriateness of risk management procedures and methodologies;
- Checking the effectiveness of regular operations of the bank;
- Evaluate the reliability and accuracy of financial statements and reports;
- Consider the effectiveness of management information systems and electronic banking services;
- Implement policies and procedures and ensure its effectiveness;
- Make sure the processes comply with legal and regulatory requirements;
- Check for fraud if necessary;
- Ensuring adequacy of bank asset protection procedures;
- Monitoring the bank's non-performing assets (NPAs) and alerting management when necessary.

Independent functions of internal audit:

- ✓ The internal audit function of the bank should be independent of other audit activities - simultaneous audit and control
- ✓ The internal audit team should be empowered to perform its duties impartially and be free to report its findings.
- ✓ The head of the internal audit team should have the right to communicate his findings to the board of directors, external auditors, the audit committee, and others.
- ✓ The internal audit function must be impartial, i.e. it must perform its functions without uncertainty and interference.
- ✓ The internal audit compensation scheme should be consistent with the audit objectives and free from conflicts of interest of the bank.

If we analyze the branches of commercial banks, then this figure is higher in Uzbekistan than in the rest of the world (figure 1). In 2016, there were 12.36 bank branches per 100,000 people in the world, but this figure has declined in recent years. In 2017, this figure was 11.89, while the same figure was the highest in Uzbekistan. For the whole world, this figure was 11.57 in 2018

and 11.51 at the end of the period. That is, this index decreased from 28.12 at the beginning of the period to 11.51 at the end of the period.

Commercial bank branches (per 100,000 adults)
[Uzbekistan and World]

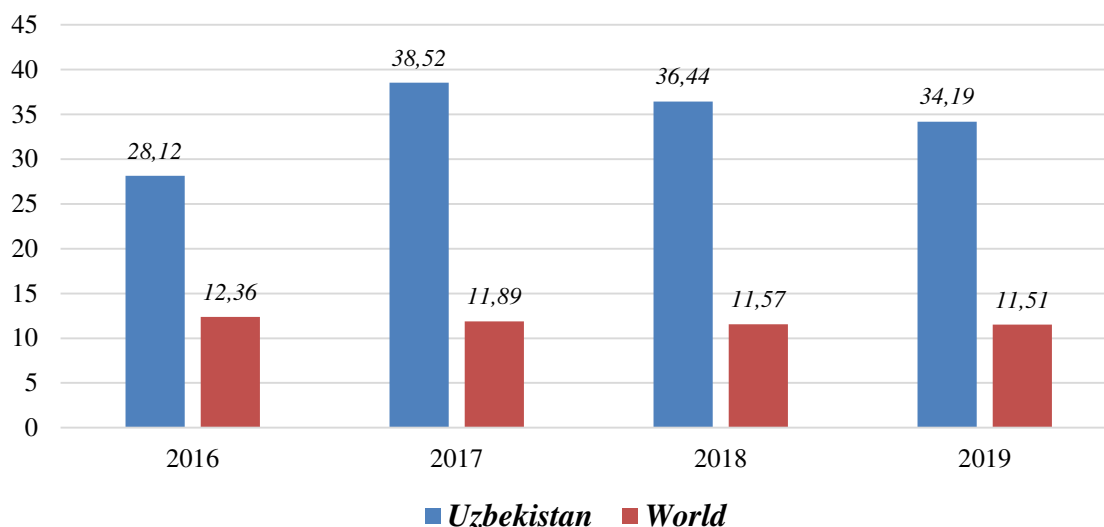


Figure 1. Commercial bank branches (per 100,000 adults)

*[Source: Data of official web site of The World Bank
<https://data.worldbank.org/indicator/FB.CBK.BRCH.P5?locations=UZ>]*

For Uzbekistan, this figure is much higher than the world average. This figure was 28.12 in 2016. In 2017, it reached its peak with 38.52. In recent years, this figure has been declining. In 2018, this figure was 36.44, and in 2019 it was 34.19.

There is a big difference between the results of Uzbekistan and the world in terms of the number of bank branches per 100,000 people. The biggest difference was recorded in 2017. In other periods, if we compare the result of Uzbekistan with the result of the world, the result of Uzbekistan is almost three times higher.

The increase in the number of branches of commercial banks in Uzbekistan requires a strong domestic policy. That is, there is a need to constantly strengthen internal audit. The increase in the number of branches will lead to an increase in the number of customers. This requires strengthening internal controls.

The following table shows the ratio of bank capital to assets (figure 2). This information is provided for Uzbekistan. According to him, this figure has grown steadily. This index recorded 10.68 in 2016. In the following period, it was 12.4 in 2017 and 12.44 in 2018. This figure increased from its initial 10.68 in 2016 to 18.71 in 2019.

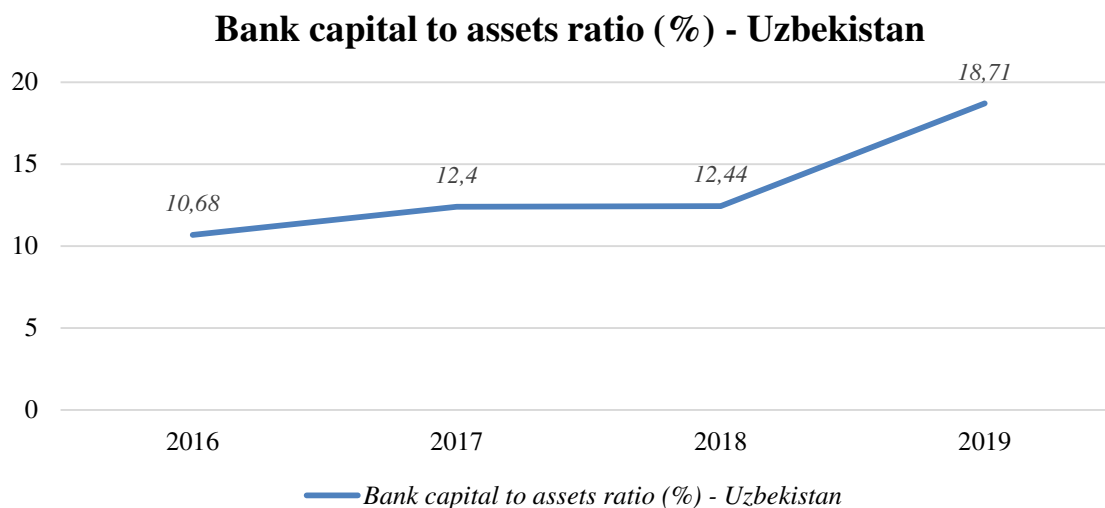


Figure 2. Bank capital to assets ratio (%) - Uzbekistan

[Source: Data of official web site of The World Bank
<https://data.worldbank.org/indicator/FB.BNK.CAPA.ZS?locations=UZ>]

From the table above, it can be seen that positive changes are being recorded. In this context, it is necessary to improve the internal audit of banks. Improving internal audit can create more opportunities for employees, improve the quality of customer service and, most importantly, increase the bank's revenue. Various emergencies that may occur on the basis of a strong internal audit will be prevented and the bank will be able to develop in the future. Therefore, it is expedient to form an internal audit of banks and adapt it to modern requirements.

CONCLUSION AND RECOMMENDATIONS

Based on the above analysis, the importance of internal audit of banks was considered. According to him, the effective functioning of the bank requires active internal audit and its constant improvement. The main purpose of this study is also to improve internal audit in banks. Accordingly and on the basis of the above analysis, several proposals have been developed.

The advantages of a good internal audit system in banks are listed below:

- ✓ The overall operating and control environment of the bank has improved
- ✓ A continuous internal audit system increases the responsibility of employees
- ✓ A strong internal audit process allows for early detection of fraud or potential fraud
- ✓ Identifies redundant procedures and recommends improvements that increase operational efficiency
- ✓ Ongoing monitoring of policies and procedures can help reduce financial risks
- ✓ Unexpected checks of cash by internal auditors ensure that all cash transactions are properly accounted for
- ✓ Ensures compliance with the requirements of legislation and regulations

- ✓ Systematic internal audit assures the head office that all banking procedures and rules are followed
- ✓ Good control over the bank's non-performing assets
- ✓ Regular internal audits of banks also provide convenience and confidence to legal auditors.

A seamless and efficient structure provides any department with the level of communication and transparency it needs. First and foremost, who your CAE (General Audit Director) reports to can play an important role in a department's high efficiency. To avoid objectivity or conflicts of interest, it is best that the CAE does not report directly to your CFO. Alternatively, the CAE must report to the Audit Committee.

Despite the phobias that revolve around the word "A," the IA department doesn't want to be a crazy uncle sitting at a corporate dinner table. IA department members need to connect with key employees of the organization to gain their trust, rather than just being a bad person who speaks up when they point out mistakes.

Indeed, when such relationships are developed and maintained, these employees may seek help from IA department members, express concerns about the design or implementation of the control, or even suspect fraud.

An open and communicative relationship with other employees makes it easier to trust you without fear of reprimand. You all play on the same team and share the overall goals and objectives of the organization.

In the IA world, the concept of less is often forgotten when audit plans are made for a fiscal year. To do this, instead of conducting multiple audits, take a strategic approach and create plans that have the greatest impact on the organization, both operational and functional, especially in any high-risk areas.

In addition, IA executives need to strike a balance between specific issues and details and the big picture. Audits should also be non-objective and not overly objective. As with any project within the organization, the audit efforts should have clearly defined parameters and deadlines so that they are not undermined and the results are not blurred from a clear scale.

Working with external auditors encourages joint efforts, while reducing the risk of inconsistencies or gaps in the scope of work performed by both parties. Establishing and maintaining healthy and communicative relationships with external auditors increases their confidence in the work that the IA function performs and ultimately eliminates the costs associated with external auditors performing the work. By agreeing with external auditors and understanding their approach, you allow yourself to gain the trust of the Audit Committee, as they often value the opinion of external auditors. Providing a united front with external auditors at an audit committee meeting will ensure that your internal audit is up-to-date, informed, and avoids missed issues.

Help the management organization achieve its goals and focus on missed or overlooked opportunities - never forget one of IA's main goals. The IA department is constantly pointing fingers and unable to identify what may be wrong. The main task of the IA department should be to add real value to the company and not primarily to identify non-significant errors.

Risk assessment can ensure that the audit activity is appropriate and minimizes the risk of not adding value to each case. As an example, Embark recently helped the company recycle its invoices rather than retain a myopic, auditory perspective. In turn, we were able to help management make invoice processing 50% more efficient and thus make their lives much easier.

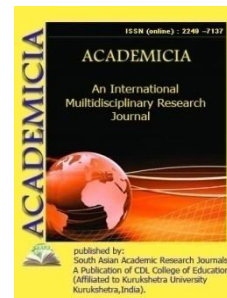
Internal auditors cannot be considered one of the Four Riders who decided to dream sleepless nights, palm sweats, and fever. In other words, when going IA in the hallway, there is no reason to hide under old sawdust beds.

In order to develop healthy relationships in the organization, and the IA department, they must do their best not to give in to the vague and fanciful notion that their sole purpose is to identify any mistakes that may be wrong. Instead, the IA department should be praised when everything is going well and be a constant champion for the organization and the team.

REFERENCES

1. Regulation of the Central Bank of the Republic of Uzbekistan “On requirements for internal audit of commercial banks”. April 16, 2021. <https://lex.uz/uz/docs/5431666>
2. Statement of Guidance. “Internal Audit – Banks”. https://www.cima.ky/upimages/regulatorymeasures/StatementofGuidance-InternalAudit-Banks_1516379814_1599562469.pdf
3. Saddam A. HAZAEA, Mosab I. TABASH, Saleh F.A. KHATIB, Jinyu ZHU, Ahmed A. AL-KUHALI. The Impact of Internal Audit Quality on Financial Performance of Yemeni Commercial Banks: An Empirical Investigation. *Journal of Asian Finance Economics and Business*. November 2020. pages 867-875. Doi: 10.13106/jafeb.2020.vol7.no11.867.
4. Zaroug Mohamed, Omar Tawfic, AnaamKhamisBakhit. The Influence of Internal Auditing on Effective Corporate Governance in the Banking Sector in Oman. *European Scientific Journal* 14(7). March 2018. DOI:10.19044/esj.2018.v14n7p257
5. Mahmoud Al-Akra, Waleed Abdel-Qader, MamunBillah. Internal auditing in the Middle East and North Africa: A literature review. *Journal of International Accounting, Auditing and Taxation*. Volume 26, 2016, Pages 13-27, <https://doi.org/10.1016/j.intaccaudtax.2016.02.004>.
6. Sudipto Bhattacharya, Manfred Plank, Günter Strobl, Josef Zechner. Bank capital regulation with random audits. *Journal of Economic Dynamics and Control*. Volume 26, Issues 7–8, 2002, Pages 1301-1321, [https://doi.org/10.1016/S0165-1889\(01\)00045-8](https://doi.org/10.1016/S0165-1889(01)00045-8).
7. Uzakova, V., Roman, C., Aslanova, D., & Zuxra, S. (2016). Transportation system in the development of Uzbekistan. *ACADEMICIA: An International Multidisciplinary Research Journal*, 6(1), 120-134.
8. Bunakov, O. A., Aslanova, D. K., Zaitseva, N. A., Larionova, A. A., Chudnovskiy, A. D., & Eidelman, B. M. (2019). Religious and halal tourism organization peculiarities in Muslim republics. *European Journal of Science and Theology*, 15(3), 85-96. Dov Eden, Leah Moriah. Impact of Internal Auditing on Branch Bank Performance: A Field Experiment. *Organizational Behavior and Human Decision Processes*, Volume 68, Issue 3, 1996, Pages 262-271, <https://doi.org/10.1006/obhd.1996.0104>

9. Dije Muhammad Suleiman, Kabiru Isa Dandago. The Extent of Internal Audit Functions Outsourcing by Nigerian Deposit Money Banks. *Procedia - Social and Behavioral Sciences*, Volume 164, 2014, Pages 222-229, <https://doi.org/10.1016/j.sbspro.2014.11.070>
10. <https://www.bis.org/publ/bcbs223.pdf>
11. ALICIA TUOVILA. "Audit". <https://www.investopedia.com/terms/a/audit.asp>
12. Samira Yakubova, SevaraYunusova, NargizaShaislamova, SherzodbekMurodov, Nuriddin Avazov and NodirjonShovkatov(2021). "The role of public-private partnerships in financing infrastructure projects". E3S Web Conference, 284 (2021) 07018. DOI: <https://doi.org/10.1051/e3sconf/202128407018>, https://www.e3s-conferences.org/articles/e3sconf/abs/2021/60/e3sconf_tpacee2021_07018/e3sconf_tpacee2021_07018.html
13. Avazov Nuriddin, Azimova Lola and SaidjonKhayitov (2021). "The Impact of the Digitalization Process and Investment on the Structural Changes of the Economy". REVISTA GEINTEC-GESTAO INOVACAO E TECNOLOGIAS. Vol. 11 No. 4 (2021). DOI: <https://doi.org/10.47059/revistageintec.v11i4.2264>. <https://www.revistageintec.net/index.php/revista/article/view/2264>
14. Avazov N.R., Rakhmanova N.T., Kakhramonov J.B., Azimova N.N., Muratova M.N. (2021). ENSURING MACROECONOMIC STABILITY AND INCREASING INVESTMENT ACTIVITY (A case of Uzbekistan). *Journal of Contemporary Issues in Business and Government*, 27(2), 5128-5136. doi: 10.47750/cibg.2021.27.02.525, https://cibg.org.au/article_10862.html
15. Avazov, N., &Maxmudov, N. (2020). INVESTMENT AS A SOURCE OF FINANCING. *Архив научных исследований*,1(24). извлечено от <https://journal.tsue.uz/index.php/archive/article/view/2803>
16. Khotamov, I., & Avazov, N. (2020). I DIGITAL INNOVATION ACTIVITIES TODAY AND THEIR TYPES. *Архив научных исследований*,1(11). извлечено от <https://journal.tsue.uz/index.php/archive/article/view/1752>
17. Avazov N. The impact of the digital economy on the development of the world economy. *International Journal of Business, Law, and Education (IJBLE)*. Volume 2, Number 1, 2021. pp. 8-13. <https://ijble.com/index.php/journal/article/view/7>
18. Avazov N. The impact of foreign direct investment on economic growth. *ACADEMICIA: An International Multidisciplinary Research Journal*. <https://saarj.com> ISSN: 2249-7137 Vol. 11, Issue 2, February. **<https://doi.org/10.5958/2249-7137.2021.00325.6>**
19. Avazov N. Digitalization of the insurance market. *Journal NX- A Multidisciplinary Peer Reviewed Journal*. ISSN No:2581 - 4230 VOLUME 7, ISSUE 2, Feb. -2021, pp. 310-326<https://repo.journalnx.com/index.php/nx/article/view/2420>



DOI: **10.5958/2249-7137.2021.01792.4**

LANGUAGE CONTACTS, INTERFERENCE AND ITS NEGATIVE INFLUENCE ON LANGUAGE LEARNING

Istoda Rasulova*; Akramova Umida**

^{1,2}Samarkand State Institute of architecture and construction,
UZBEKISTAN

ABSTRACT

The article examines the influence of the Arabic, Persian-Tajik, Russian languages on the structure of the dictionary of the Uzbek language, interference errors in language learning, their causes, views on interference, types of interference, elimination of speech errors associated with interference, methods are described. The development of vocabulary in the dictionary of the Uzbek language took a strong place in the dictionary arsenal of our language by two factors: through the colloquial language and the biblical language. Such non-zero factors, due to the development of Science and technology, are now entering our lexicon very rapidly, as a result of using their own language without finding an alternative to this word, lexical interperence takes place from colloquial speech. Over time, the words adopted from the Arabic, Persian-Tajik, Russian languages have lost their interperensiveness and have passed into the literary norm.

KEYWORDS: *Interlanguage Interference, Bilingualism, Internal Interference, External Interference, Grammatical Interference.*

INTRODUCTION

In the dictionary structure of each language, words that pass through other languages occupy a special place. Because any society in the course of its development comes into being in a political, economic, cultural relationship with other societies and becomes rich as a result of various extra linguistic factors. And the language develops as an integral companion of the development of society, interacting with other languages. The language itself, separated from the influence of other languages, is not put into a certain shell. G.Shukhrat wrote in his article "on the issue of language intervention" that there is no language in the world that does not interfere, does not contain elements of other languages. Consequently, the interaction of languages is one of the main conditions for language development.

Extra linguistic (nolisoniy) factors. The change of the lexical layer of the tongue occurs under the influence of internal and external factors. Lexicon is a level that reflects this influence of the language in the first place and is able to receive news quickly. Extralingvistical leaders, who quickly influenced the lexicon and made various changes in it, include: forms of social order, historical processes, economic, political, cultural and educational relations between peoples and nations, science fiction, production and technical development, social thought, human spirit, feelings, laws and decrees related to language and writing, etc.

In the language, the phenomenon of interpersonal interaction is understood as the interference of linguistic units that occurs when languages enter into contact. Thus, interfaith is an integral part of two linguistic processes: communication and interference with language. Interference is usually understood as the failure of one language system to move the pattern and rules exactly to another, that is, to move from one language code to another, which leads to a violation of the norm in the receptor language and a speech error.

V.Vaynrex distinguished two approaches to studying the issue of interpersonal communication: first, the linguistic behavior of an individual, and secondly, the analysis of a whole group of languages in the context of linguistic communication is possible. Consequently, the study of individual bilingualism is inextricably linked with the linguistic abilities of each individual speaker, and the study of kollektiv bilingualism is relevant for regions where different linguistic peoples live or where language boundaries pass.

The diversity of bilingual (individual and collective) described above, respectively, determines the character of the two interpersonal:

- a) interpersonal interaction arising from the influence of one language (dominant) on the second (non-dominant) in the consciousness of the speaking person and observed in individual bilingualism;
- b) the substrate is observed in interpersonal and collective bilingualism, which suddenly appears in the minds of the language community (people), due to the mixture of language and language brought from the outside to a certain territory.

The phenomena of language communication include: bilingualism, substrates, convergence of languages, interference of languages (interpersonal), borrowing, creole languages, pidjin languages, foreign accent, etc.

E.Haugen proposes to divide the language links into the following types, proceeding from the stage of replacing the language codes:

- a situation where it is possible to change codes, switch from one language to another, set the transition time completely and accurately;
- * interpersonal, the situation of deviation from the norms of the language used by the speaker when the boundary of the transition is unclear;
- with a complete combination or spacing of codes, as well as frequent repetition, the interface itself can become normal.

If we look at the period of historical development of the Uzbek literary language, the words and forms used have entered different periods with different social reasons. The development of

vocabulary in the dictionary of the Uzbek language took a strong place in the dictionary arsenal of our language by two factors: through the colloquial language and the biblical language. Through the spoken language, it is possible to clearly observe the influence of interpersonal interaction on the mastered layer. Because the speaker can not find an alternative word to this word in the course of using any word in his speech, or he uses a familiar language lexical to it, so that it is understandable to his native speaker. Such non-zero factors, due to the development of Science and technology, are now entering our lexicon very rapidly, as a result of using their own language without finding an alternative to this word, lexical interperience takes place from colloquial speech. As a result of the passage of time, it has become popular and is becoming more and more popular in our speech. For example, telegram, flash card, disk, printer, instagram, facebook etc....

In the article titled "language issue"...we read the sentences that "kelar Zaman nowayluk is not for the past tense": "we turkistanians need to know Turkic, Arabic, Persian and Russian. Turkish, that is, Uzbek, the reason is that-says Behbudiy, - most of the people of Turkistan speak Uzbek. If Persian, then madrasa and udabo are languages. All madrasahs have poetic and religious books Arabic... This rule, that is, the textbook Arabic, teacher – Turkish. Since ancient times in Turkistan, these three languages exist.

From Behbudiy's notes it becomes clear that Arabic words entered our literary language more and more through the biblical language and the Persian-Tajik language, as well as through oral speech. Mastering belongs to a more biblical literary language. At the same time, in oral (colloquial) speech, many Arabic words are also encountered, the process of mastering these words stems from interpersonal socio-religious relations and communication. In the wide spread of the Arabic language, Uzbek (Turkic) – Arabic, Uzbek – Tajik coincides with the period of two years. During this period, many Arabic words entered and mastered the Turkic languages.

Words belonging to the lexical layer of the Persian-Tajik language are a living phrase that is used every day, every hour, which is more deeply mastered than Arabic words and is confused with the lexical of the Uzbek language.

In this regard, let's pay attention to the ideas of Sadriddin Ayni – the founder of the new Tajik literature, who lived in the XX century about the intensive connection of the Uzbek and Tajik languages in the linguistic context. This writer is a typical and not the last representative of the literary environment and social situation in which Uzbek-Tajik bilingualism Reigns, he knew both perfectly and wrote many of his works in Uzbek and Tajik languages. Exactly the following words S.Ayniy to the same pen:

You are well aware that we are brothers with Uzbeks. We drink water from the same river, eat exactly the same bread, our clothes are also one, the Customs and traditions of our peoples are similar. We spent the blows of life on the same head, and we fought for independence on the same..."

The well-known writer wrote his works such as "Qullar", "Esdaliklar", "Eski maktab", "Sudxo'ring o'limi", "Dohunda", "Adina" in Uzbek and translated them into Tajik. He skillfully used Arabic, Persian, Turkish and Russian lexemes in his work. Therefore, in the speech of the heroes of the writer's, we see above that the social phenomenon – the way of living, the commonality of the mentality-is reflected in the language. In the process of analyzing S.Ayniy's work "Adina", it was noticed that the writer tried to show the richness, charm of each

language, because he knew both languages perfectly. We tried to analyze them in order to study the influence of Persian and Arabic on the Uzbek language.

Persian is a common lexicon of the Tajik language.

Words used in relation to people: an orphan, a poor man, a granddaughter, a shepherd, a boss, a courtesan, a friend, an enemy, a child, a martyr...

Words related to nature: spring, river, stone, flower, dust, Sun...

Length, time, measure words: gas, toy, week, money...

Words that denote the sign of something and persons: immaculate, hopeful, cheap, sober, patient, regretful, carnal, low, coriander, unhappy, heroic, regretful, simple, loud...

Names of things: wall, hips, bread, threshing, seeds, sharpener, countertop, column, lamp, lime, threshing...

Place horses: field, ladder, dungeon, room, blind...

Activity process names: joke, wedding, income, bribes, bellow, decree, charge...

Auxiliary words: if, goh...goh,dam....dam, but, perhaps, whether..., or...

General vocabulary of the Arabic language.

Words used in relation to people: aunt, Judge, official, governor, executioner, translator, manager, orphan, captive, amorous..

Words related to nature: animal, air...

Words related to length, time, measure, quantity: volume, account, opportunity, term, now gas, toy, week, money...

Words denoting the sign of something and persons: truth, confiscation, reflection, cripple, useful, unclean, obligatory, natural, eternal, melancholy, special...

Words of something: Castle, clock, goods...

Place words: warehouse, motherland, Park (Garden), World, universe, East...

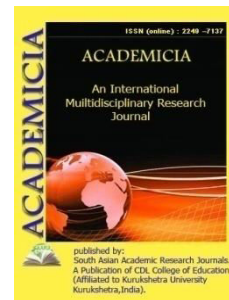
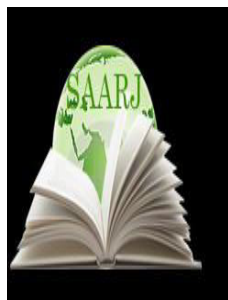
Activity-process words: inheritance, service, debt, upbringing, ambition, event, discussion, habit, curse, testament, savings, permission, spleen, etiquette, instruction, fear, mystery, event, journey, message, function, question, answer, calamity, mourning, story, trick, attack, judgment, culture, fantasy, upbringing, mind, occupation, discussion, disgrace, action, watching, force..

7 parts of the work were analyzed, and in the works “Adina” written in Sadriddin Ayni Uzbek it became known that 74 words (repetitions were not taken into account), 89 words (repetitions were not taken into account) were used (repetitions were not taken into account). However, in the spelling dictionary of the Uzbek language, the words borrowed from the Persian-Tajik language make up more words than words borrowed from the Arabic language. This is evidenced by the fact that if both languages know perfectly, then in both languages, without any interferensive errors, each language can fully and fluently express its own opinion, using the dictionary wealth in a productive way, it was considered through the analysis of the works “on behalf”, which Sadriddin Ayni translated themselves.

The connection of languages is first manifested in oral speech, and this is regarded as an interferensive error. For example, svejjiy ovqat, kim dejur? obed qildik, preparatning ta'siri, patsiyentlarning holati...over the years, if language communication is collective, lexical rigidity will firmly settle down and literature will pass to the norm of language. The works analyzed above are a vivid example of this. Over time, the words adopted from the Arabic, Persian-Tajik, Russian languages have lost their interperensiveness and have passed into the literary norm. In Biligv's speech, the fact that no interfauciary errors would occur if both languages were mastered perfectly was examined through the analysis of Sadriddin Ayni's work.

LIST OF USED LITERATURE:

1. Aliyev A., Sadigov Q. From the history of the Uzbek literary language. - Tashkent: Uzbekistan, 1994.
2. Behbudiy M Selected works.-Tashkent:Enlightenment,1999
3. Weinreich U. Monolingualism and multilingualism / / New in linguistics. - Moscow: Progress, 1972. - Issue VI. - 535 p.
4. Rosenzweig V. Yu. Language contacts. - L., 1972.
5. Sadriddin Ainiy. Death of the usurer. Toshkent.-1978. 424 B
6. Schuchardt G. Things and words // Selected articles on linguistics. - Moscow, 1950.
7. Tosheva Sahrifa (eds.). Şadr al Din Ayni. Bukhara inqilabining tarixi. Central Eurasian Research Series. No 4. The University of Tokyo, Dept. of Islamic Area Studies, 2009. PP. 9-287;
8. Ya. I. Kalontarov " Tajik proverbs and sayings in comparison with Uzbek ones. Dushanbe. 1969. 434p



DOI: 10.5958/2249-7137.2021.01793.6

ALIXONTO'RA SOG'UNIY

Samadova Nargiza Mukhiddinovna*

*History Teacher,
UZBEKISTAN

ABSTRACT

In 1944, in East Turkestan, in the war against the Chinese government, the commander-in-chief, the organizer, the ruler, the scientist of the Uzbek religion, created an independent state. You come to the topic where the person known to the majority thinks about Alihontura Saluni, the life and creativity of that person unknown to many. For example, Vincent Monteil's book "Soviet Muslims" stated that the Mamba-Free State was said to have been built by the Soviets of the Islamic Republic of East Turkestan, while those who built the Republic were described as "communist and Turkish supporters". The capital of the state was appointed the city of Ghulja. Osman Botir Alixon accepted the authority of the net. In March 1945, Ali Bey won Rahim Manas. In the summer of 1946, Alixon the net disappeared. With the collapse of the Soviet Union in August 1991, Uzbekistan declared its independence. States that are independent are in search of their national heroes, trying to show in their personalities the ideas of independence. Together with his family, he intended to leave for Arabia, next to his relatives. But Russia could not get out of the region because of the fact that it was hard to check the East Turkestan border.

KEYWORDS: *Alixon Lace, Turkistan, National Freedom, Union, Alimxon Lace, Soviet Imperia, Turkey, History, Book*

INTRODUCTION

Saluniy, who is one of the activists of the Turkistan National Liberation Movement, spent his life with the struggle against Russian imperialism, although a small term, achieved great success, his life and actions are among the less studied classical personalities.

(A Turkish researcher) Yilmaz Oztuna's book "Islamic countries" contains the following interesting and incomplete information related to the subject:

"In June 1944, Alihon Ta'ra Ghuljada raised his head against the Chinese (imperialists), occupying the province of ILI in the Chagars of Kazakhstan. On August 7, 1944, the "East Turkestan Republic" was declared and Alihontura was elected president of the Republic. The capital of the state was appointed the city of Ghulja. Osman Botir Alixon accepted the authority of the net. In March 1945, Ali Bey won Rahim Manas. In the summer of 1946, Alixon the net disappeared. It is estimated that he was killed by the communists. Another assumption is that suyiqaqst the Chief Governor of China he was founded by Jung Shin."

If we take into account that the scientist Yilmaz Oztuna published his work "Publishing House of the Ministry of Culture" in 1989 year, it will be revealed that this information is not complete. Because the fact that the Alixon gang was not killed by the communists in 1946 year, the Ghulja Consulate of the Soviet Union was trapped by Dabashin (console assistant Alexander Vasilovich) in June 1946 year in the negotiating bar in the city of lead, located on the border of Kazakhstan and China, and was brought to Tashkent by a Western plane. Two years away from the people, he was detained outside the city of Tashkent. Later we know that he spent a lifetime in house arrest and died in 1976 year.

Interestingly, despite the fact that Alihon Ta'ra, who spent his life in the struggle with the two communist states, was president of East Turkestan, Osman Botir and Joseph Alptekin are not so famous in our history books little information was given about him. What is the reason for this?

The fact that the activists of the East Turkestan independence movement spoke very little about the Alihon Ta'ra in their memories, and even did not remember at all, played a role in the recognition, or rather little, of this breed. In my opinion, the main reason why Alixon mesh is not famous is the Islamic side of his actions.

With the collapse of the Soviet Union in August 1991, Uzbekistan declared its independence. States that are independent are in search of their national heroes, trying to show in their personalities the ideas of independence. Although Alixon Thor was also portrayed as a traitor in the Times of communism, he came to Bugun and took place as the embodiment of independence, among the National Heroes. In the capital city of Tashkent, several schools and streets were named after him. Personal belongings were put in the House Museum.

On the other hand, there is also a person and books who mistakenly recognized and introduced Alihontura. For example, Vincent Monteil's book "Soviet Muslims" stated that the Mamba-Free State was said to have been built by the Soviets of the Islamic Republic of East Turkestan, while those who built the Republic were described as "communist and Turkish supporters". That is, from the beginning to the end of the book is approached carelessly, and there is already a turn to dependence. For example, Alixon Ta'ra was introduced as both a communist and a Turkish supporter. By the way, Alixon Ta'ra was not a communist, but a strong religious scholar. XOS in the process of reading my article do dressing a better imagination about it.

Alikhan Tora was born in 1885 year in the city of Tokmok (near the hot lake), where the old name of the Kyrgyz Republic today is Bolasog. His father was the Shokirkhon Ta'ra, known as the "Shokir Khoja Eshon" and was one of the religious scholars. At the moment, he was one of the sheikhs of the Naqshbandiya sect.

He received his first throne from his grandmother Mohammed Haja. At the age of 13, he was sent to Mecca with his brother Alimhan Ta'ra to continue his taxis next to his uncle. Until the age

of 17, he took Arabic, Persian, Turkish, tafsir, Hadith, fiqh, logic, politics and harp lessons in Mecca. By his own mercy, Harbi received taxis from Turkish officers in Mecca. While studying in madrasa, he did not go on vacation at all. He returned to his family in 1902 year. Together with his brother, Amir Alimkhon in Bukhara continued his taxi at the madrasah. In the years when alihon Ta'ra went to study in Bukhara, the Emirate of Bukhara was dependent on Russia in foreign policy. This madrasa studied music, literature, geography, engineering, disaster, history, medicine.

Furthermore

The struggle in western Turkistan:

Alixon Ta'ra Tsar opposed the Russian government's gathering of soldiers for the I - Jahan war in Turkistan:" the Caliph raised arms to his soldiers muratad will be " issued a decree and prevented the Russians from gathering soldiers from these lands. In the meantime, a decision was made to take Alixon Tora to the fortress, but did not catch. At that time, the Russian government was afraid of the head of the people and did not put excessive pressure on religious scholars. For this reason, he was not given the death penalty, but was blacklisted.

The mass uprising against Tsarist Russia, which took place in 1916 year in Western Turkistan, took an active part in the armed rebellion in Bolasagunda, the homeland of Alixon Ta'ra. The Tsar dreamed that his country would gain independence at that time, when the spirit of mass protest among the weakened and Achal of Russia spread. The uprisings were suppressed by the Russians in a bloody way. Alixon fled to the Ta'ra Kashgar.

In 1917, the Bolsheviks returned to their country, believing that after Chot took power from Russia, "those who fought for freedom will get back to their homeland." And in 1919 year he was forced to leave his country again, because he helped people who suffered the tyranny of the Bolsheviks (in jabr DIY). Realizing the original intentions of the communists who took the power of the people into their hands, they were repeatedly blacklisted for their opposition and found the measure to be a refugee. He lived in Kashgar for a year. "I did not find a single person who understood me in Kashgar, and leaving my homeland in the hands of the enemy, the escape seemed to me very difficult. Whatever comes to my head, I have to return to my homeland" " he again returned to his native land

At that time, the mahal, who entered into force of the Soviet Union and openly began to spread colonial policy, when he saw the deterioration of the people's situation, began to struggle repeatedly. In the course of this started struggle:

1-taking advantage of the freedom of conscience against atheism, which is considered a policy of Sor, he began to serve as an imam at the mosque of the city of bolasog with the resignation of the people in order to bring Islamic religion and culture to life. Vaaz and sermons have had a positive impact on the nation.

2-he became a representative of the Kasimov movement (the cadre movement of the Patriots), which appeared in Turkestan.

Alixon Thor was taken to khibs six times until 1930 year. In the latter case, he was sentenced to 10 years of Exile.

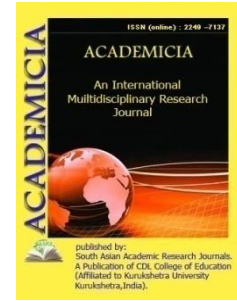
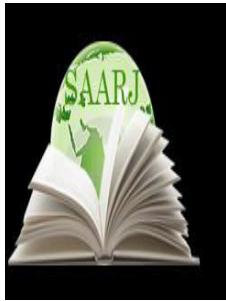
Two or three days before the scheduled dispatch of Alihon Ta'ra from Bishkek City prison to Sibirga, the convicts fled using the time when they were taken out for use in essays surrounded by barbed wire, and moved to the Ghulja city of Eastern Turkistan.

Working for a year in gulja, he gave the money he had collected to the refugees and secretly brought his wife and children to him. Together with his family, he intended to leave for Arabia, next to his relatives. But Russia could not get out of the region because of the fact that it was hard to check the East Turkestan border. About the communism of the Soviet Union in Eastern Turkestan at that time, the son of Alixon Thor, Dr. Kutlukkhon Shokirov says: "those who stood at the top of the state in the Uighur region were people who studied in the USSR or washed their brains with the ideas of communism. Therefore," the goods produced in the Soviet Union are cheap and high-quality, the territory of the Soviet Union gulu-Gulistan", and with similar words, Muslim Chinese(Tungan) and Uighurs would try to plot between the Russians who fled communism. And with this they were in an effort to open an area for communism in Uighuristan. „

The Uighur people accepted Alikhan Ta'ani as their scholar because of his scientific and religious views and showed respect. Because of this interest shown to him, Alihon Ta'ra began to live together with his nation in East Turkestan and tried to spread the ideas of unity among the people against communism. It was also a success in this claim. With the encouragement of the people, he began to openly call for the need to make amends for freedom. Thus, he openly fought against Soviet imperialism and communism.

LIST OF USED LITERATURE:

1. <https://uforum.uz/showthread.php?t=19140>
2. <https://ok.ru/group/52197808472147/topic/63178573927763>
3. <https://www.facebook.com/Soguniy/>
4. Bunakov, O. A., Aslanova, D. K., Zaitseva, N. A., Larionova, A. A., Chudnovskiy, A. D., & Eidelman, B. M. (2019). Religious and halal tourism organization peculiarities in Muslim republics. *European Journal of Science and Theology*, 15(3), 85-96.
5. <https://videomino.mobi/?q=алихонтура + soguniy>



DOI: **10.5958/2249-7137.2021.01794.8**

THE TIMURIAN QUEEN

Qodirova Mamlakat Muminovna*

*Senior Teacher,
Department of History of UZBEKISTAN

ABSTRACT

Temurids: a dynasty ruled by Movarounnakh, Khorasan, India in 1370-1858 years. Asochisi Amir Temur. Temurids, the era of Temurids-a dynasty that ruled the centralized great kingdom, founded in the Middle Ages by sahibkiran Amir Temur. Over the years, Gulbadanbegim has found a reputation among the palace princesses as a literate, virtuous woman. Gulbadanbegim received the highest decree by his nephew Akbarshah when he was over 60 years old to write a historical work expressing the reign activity of his grandfather Boburshoh and father Humunshoh. The journey, which began in the first days of January, ends in March, finally declares that it reached Agra on the 27th day of June. Babur by nature was a kind, open-hearted volunteer person in relation to women, children. In this regard, it should be noted about Gulbadanbegim's life that when he was seventeen years old, he was married to Khizr Khujakhon, one of Humayun Mirzo's officials. From the master Khizr a son named Saadatyar comes to the world.

KEYWORDS: Angels, Timurids, History, Sarvkad,

INTRODUCTION

It is known to us that in the history of Uzbek statehood there are many wise and intelligent princesses, who have grown up among women.

It is also worth mentioning the names of Gulbadanbegim, the daughter of Babur Mirzo, and zebunisu, the grandson, from such pure, believing, intelligent women. Especially it is necessary to admit that boburshah was very kind, loved the Afghan roses, he chose the names of his daughters: Gulchehra, Gulbadan. The name of Gulbadanbegim among the temuriyadeh princesses is described as a special glorified, a scientist, a whole of faith, a pious woman. Gulbadan's name is not left behind the veil of history, like his mothers, but is remarkable for the fact that he remained on the pages of history as the most modest, wise woman in the palace of

the baburids. He was born in 1522-1523-th year in Kabul from Begim to Dildor Agha, the third wife of Boburshah. From the Hindol and Gulba were the children of one mother.

Serious attention was paid to the upbringing of princes and princesses in the palace of boburshah. At school, boys and girls were taught together with boys. They were taught by ite'dodli Mudarris and otinoyis. Those who were engaged in various classes, horseback riding, horseback riding. Gulbadanbegim was also given attention to the fact that science was enlightened from the time of youth. His upbringing was entrusted to the chief of the palace, Mohimbegim. A woman named Sarvkad, a talented storyteller of the palace, told beautiful fairy tales, narratives, folk songs with interest.

Along with religious knowledge, secular knowledge was taught, and the Holy Quran was memorized. Over the years, Gulbadanbegim has found a reputation among the palace princesses as a literate, virtuous woman. Gulbadanbegim received the highest decree by his nephew Akbarshah when he was over 60 years old to write a historical work expressing the reign activity of his grandfather Boburshoh and father Humunshoh. Therefore, in obedience to the decree of the Lord, Gulbadanbegim begins to write "humorist". This decree was also issued to two more people — the close officials of Humayun, Ore oftobachi and Minister Sheikh Boyazid.

Gulbadanbegim describes the "humorist" in a concise, fluent, simple, understandable language. When his father passed through the world of Boburshah, he was eight years old. Explaining the events that have been preserved in his memory, he humbly testifies to events that say "I am ojiza", "I am right". After the conquest of the throne of Kabul, he became the Shariah four wives of Boburshah, and their elder Mohimbegim was a science-enlightened, wise, beautiful woman. Therefore, Babur really loved and appreciated this beautiful queen. In 1507-th year from Mohimbegim came to the world of the heir to the throne - the eldest child Humoun. About this from gulba: the receipt of the Kabul and the coming of Humayun to the world Allah blessed, he writes. When Humayun was twelve years old, special people were engaged in his upbringing, like all the shahzadas, according to the udum in the palace of the temurids. Because it was the heir to the throne. Babur gave Humayun the rule of the Badakhshan region. In historical data, Mohimbegim had no children other than Humayun, even when they were young, they lost sight of the untimely world. The departure of the lonely son from his bosom was much more severe for the chief Queen.

It should be noted one thing in this place that in many sources it is noted that the children born of the temurian princesses quickly died due to various diseases, especially in the baburians, died prematurely due to diarrhea, which was exacerbated by the Indian soil. Bobur receives a letter from Mohimbegim, a pallada that fights for the borders of India. Malika said in the letter that kundoshi asked Dildorbegim to give him his upbringing, whether he had a child or a son. Bobur mirzo agrees to the Queen's disappointment. Dildorbegim sees the son. In honor of the conquest of a great land in India, he was called an Indian.

"I was two years old when his mother brought me up," Gulba recalled. So it becomes known that Mohimbegim kundoshi Dildorbegim brought up his two children. It seems to us that from time immemorial in the palace of the temurids, the noblemen were given the upbringing of the great princesses on the instructions of sahibkiran. For example, Shahrukh Mirzo has two children: Ulugbek is assigned to my Saraymulkhanim, and Ibrahim Sultan is assigned to the District Agha. Such udum is also three in the baburians.

According to the tradition of that period, high education, manners, royal dress, strict demand for Muslim women were introduced in the Palace of Baburshah typical of the timurian princesses. Babur also stood in the process of conquering India, sending many Indian dancers to Kabul to serve the palace princesses. They danced at various events in the musical tone, performed songs. When Babur settled in India, he issued a decree on the transfer of his harem in Kabul to Agra. About this Gulba said: "a year after the abstract of Rona Sanga, my mother Mohimbegim comes to India from Kabul. I come to see my father with whom the king is also righteous, " he recalls. The severe road torment, which the palace harem had forgiven for six months from Kabul to India, in gulba "Humayunnoma" describes in detail the suffering. The journey, which began in the first days of January, ends in March, finally declares that it reached Agra on the 27th day of June. Babur by nature was a kind, open-hearted volunteer person in relation to women, children. Tired of a long journey, the Palace welcomes the people with longing. Gulbadan padari when he first saw the buzrukvorini is quite a gift, he is surprised.

"Ul Hadrat anchaga hugged me and took me to his knees, and I felt so happy at these moments of humiliation, it's hard to imagine," he writes. It was at this time that Gulba had descended from him at the age of six.

Two years later, jannatmakon's father, Boburshoh, died. This is how he tells the story.

From Delhi comes the news that Humayun is seriously unwell "his condition weighs much more". " When I heard this message, My mother-in-law was impatient, " she writes. After that, Mohimbegim left for Delhi. "They quickly brought humour through the river to Agra. The crown prince's condition was much more frightening. As soon as the King came and saw the patient, the faces of Nurani were covered with sorrow and feelings of alam," Gulbadan wrote. No matter how hard the palace healers tried, Babur Allah, who saw that his child's condition was getting worse, gave his life to him.

After that, the taboos of Babur Mirzo began to escape. And humour mirzo recovered. Two or three months passed, the pain became increasingly severe. After that, they immediately sent a letter to their son Humayun Mirzo. "The man arrived quickly. Seeing with his qiblaah, he saw the heavy condition of his father and cried.

Where is the Indian "king of O'sal bed"? What is he doing? Ah, alas, a thousand times a thousand was forced to say sorry. But more like himself did not mention the name of the Comron. Soldier did not remember Mirzo"

In this regard, it should be noted about Gulbadanbegim's life that when he was seventeen years old, he was married to Khizr Khujakhon, one of Humayun Mirzo's officials. From the master Khizr a son named Saadatyar comes to the world. About them Gulbadanbegim in the "humorist " almost does not say anything. Only on one place did they mention their names. In the seventh, eighth years of his reign, humayunshah received a decree to move the capital from Agra to Delhi.

In the "humorist " the rhetorical phrases, the words do not meet. Like the work " Abulfazl", it is admirable to praise the king that it is written without the words of praise, loud.

Gulbadanbegim's desire to fulfill his pilgrimage as an Islamic woman and a pure woman was his dream. In 1576, in cooperation with several palace princesses, he leaves the Akbar Palace and goes on a trip. At this time he was more than 50 years old. Akbar gave his consent to this work, having secured all the expenses, road safety during the pilgrimage. The distance of the road,

taking into account the risks, was guarded by special sarbos. The pilgrims will go a long and hard way and finally arrive at Mecca. They live in Arabia for three and a half years and perform Hajj four times.

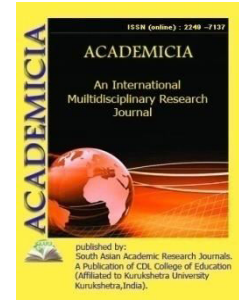
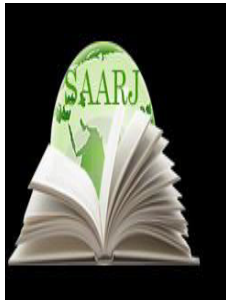
In 1582, they return to eson-Aman Agra after a long seven-year separation.

Gulbadanbegim did not have a chance to see the years of Khurram's reign, which became famous for the name of the fifth generation of the baburians Shahjahan. He lost sight of this mortal world with malaria at the age of eighty. This incident happened two years before the death of Akbarshah. The faithful uncle Akbarshoh took Gulbadanbegim's coffin over his shoulder and lifted it up.

The image of malika Gulbadanbegim, the beloved daughter of Bobur, a pure believer, a faithful woman, who has decorated our history through her historical work “Humayunname”Dec, is valued by the fact that she has taken a strong place in the historical jewelers.

LIST OF USED LITERATURE:

1. <http://www.marifat.uz/marifat/ruknlar/fan/5349.htm>
2. <https://uforum.uz/printthread.php?t=7392&pp=40>
3. <http://shah-xtb.zn.uz/2016/04/02/temyriy-malikalar/>
4. Tuxliev, I. S., Qudratov, G'. H., & Pardaev, M. Q. (2010). Tourism planning. Textbook, Tashkent, 208.
5. Tuxliyev, I. S., Hayitboyev, R., Ibodullaev, N. E., & Amriddinova, R. S. (2010). The basics of tourism: A handbook. Samarkand: SamISI.<https://brclip.com/rev/темурий + princesses/>



DOI: **10.5958/2249-7137.2021.01787.0**

STUDY OF PREHISTORIC ARCHAEOLOGY

Virender Singh*

INDIA

ABSTRACT

Historical archaeology examines that part of the human history which has recorded. While it shares many of the methods used in ancient archaeology, written documents provide an advantage in researching historical archaeology. Archaeology is not an anthropological discipline in Europe, but a historical one. This is because most civilizations have written languages in the Old World. However, archaeologists in the New World did not have this resource, save Mesoamerican archaeologists who studied Maya, whose hieroglyphic language has been decoded until lately. Due to this disparity, archaeologists in the New World have in many instances more common anthropologists than historians. A discipline of historical archaeology which examines the ancient civilizations of Mesopotamia and the Mediterranean, which include Greece and Rome, may be called classical archaeology. Egyptology may also be seen as an archaeological discipline of history. Historical archaeologists examine colonial sites in North America, such as Jamestown or Salem, and civil war sites such as the Gettysburg Battlefield..

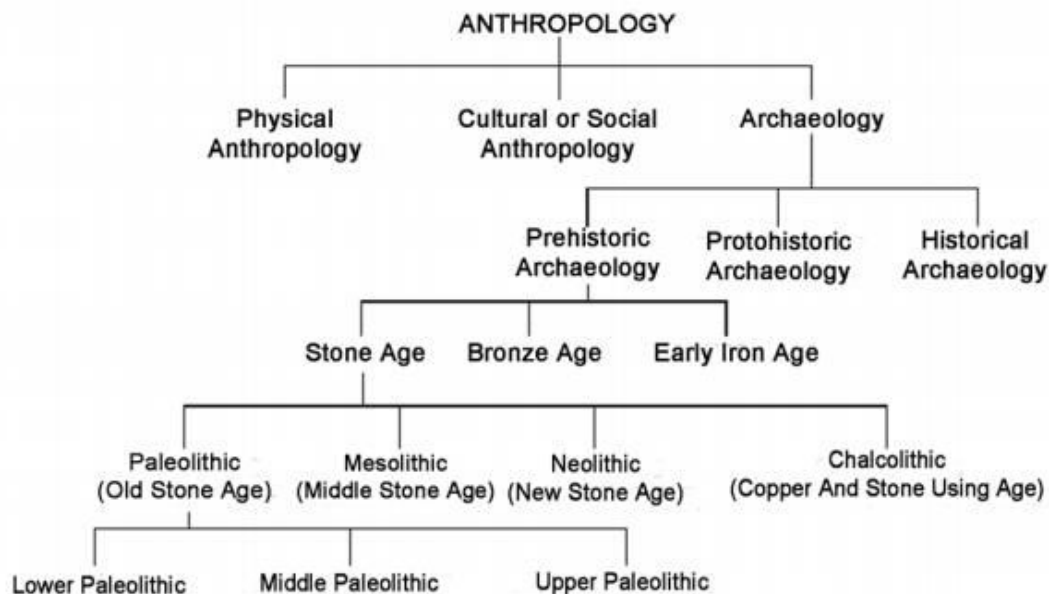
KEYWORDS: *Anthropology, Antiquarian, Hunter-gatherers etc.*

INTRODUCTION

The term archaeology originates from two Greek words 'arkhaios,' meaning ancient or ancient, and 'logia,' meaning learning or studying. Archeology is a study of the old and recent human history through the recovery and examination of residues of materials. Several consider it an anthropology subfield (the study of all human culture and development) along with many other subfields of anthropology. Archeology may both be seen as a social science and as a human branch (the study of humans and their society). It does, however, also utilise other learning divisions such as biology, chemistry, geology, botany, geography and other subjects. With all this, archaeologists are able to comprehend and reproduce the major elements of the environment in which these former cultures lived. The only way to investigate human activities in the material world is to use archaeology when other evidence, such as a range of written texts and oral

traditions, that recount specific phenomena fails. The survival of written records is very restricted and thus, when these papers become accessible, archaeology provides new tools for interpreting man's historical actions based on material remnants. In this regard, archaeology must not only analyse tangible remnants of human activities, but must also provide light on literary interpretations of the phenomena of the past. It enables us to value and maintain our common human history. It educates us about the past, allows us to understand where we were from and tells us how people lived, faced difficulties and created today's civilizations.

The major anthropological branches displaying part and section



Prehistoric archaeology

Prehistoric archaeology is an archaeological department that examines civilizations of the past. It is a history study before historical records started. It is an area of study that focuses on all the world's pre-urban civilizations. It contains various methods to analyse material remains to enable archaeologists to rebuild their ecological environments. The research on ancient archaeology reflects contemporary society's cultural interests through interpreting period between economic development and political stability. It is also intimately linked to biology, anthropology and geology. Because of its indirect traces with complicated patterns, it is sometimes called anthropological archaeology.

Scope of Prehistoric Archaeology

Prehistoric archaeology has now become an institution with many academics establishing sub-disciplines. Each student propagates fresh ideas and pursues various techniques. Recently, we have learned that prehistoric archaeology has made a significant contribution to studying not only antiquities or relics in previous civilizations, but also the current people and contemporary cultures by means of basic technology, in the light of their activities in prehistoric times. It may also assist in certain archaeological research if contemporary society's lifestyles are extremely

similar to those of ancient existence. It is now a focus of study. We relate something from the past to an item in use now in one way or another. For instance, megalithic or utilising megaliths to build monuments, in most areas of the globe, is a dead cultural phenomena. But in Northeast India, particularly in Nagaland, Manipur and Meghalaya, it is still performed by various tribal groups in the same manner or in some modified form. The megalithic heritage is alive among these indigenous groups. Many ethno-archeological experts are thus eager to recreate, in the light of this ongoing legacy, the former life of the ancient inhabitants of these areas.

Nature of Prehistoric Archaeology

The nature of Prehistoric Archeology is in part the discovery of historic riches, in part the thorough effort in scientific research and in part the exercise of creative imagination. It works for example with live Eskimos (to record the living tradition) in the snow of Alaska in the sun or excavation in the deserts of Rajasthan or Mesopotamia. It descends into the ancient ruins of Dwarka on the west coast of India (Gujarat) or the Spanish wrecks on the shore of Florida, and it examines the ancient civilisation of India (Harappan civilization) (Folsom culture). It is also an elaborate job of interpreting, so that we grasp what these phenomena imply for human civilization in the past. This makes prehistoric archaeology both a physical activity on the ground, for research, excavations or both, and an intellectual study analysing and writing a finding on the gathered materials in the laboratory. It's an intriguing search—the that's search for knowledge about the young guy in the distant past. As mentioned above, Anthropology is a wide field studying humanity with three minor branches: physical anthropology, cultural or social anthropology and archaeology. Prehistoric Archeology is an archaeological department that examines civilizations of ancient times. This section may alternatively be characterised as the past tense of cultural or social anthropology in this context. This is because both primitive as well as current cultures are studied by a cultural or social anthropologist, whereas prehistoric archaeologists mainly study the societies of the ancients via their material remnants. For example – the housing zones (such as open-air stations, grottoes, rock shelters, pits, huts, lake resorts, etc.) tools, weapons, tools, decorations (deco works), artworks (including works of painting and graving), and other artefacts known as the material culture that were left by the early man. And for prehistoric archaeologists, the most difficult job is to understand the previous material civilization in terms of humans.

Approaches in Prehistoric Archaeology

Let's analyse the various methods in prehistoric archaeology.

Ethno-Archaeology:

Ethno-archaeology has become a leader in contemporary archaeology. You can only comprehend archaeological remnants or documents if you grasp more fully their existence and the process of their creation. The study of living people and their material culture is undertaken in order to improve our knowledge of the archaeological remains and records. Ethno-archaeology. For example, the study of butchers by Lewis Binford amongst the Nunamiut Eskimo from Alaska has given him many new ideas on how archaeological remains or relics have been produced so that he may re-examine the bone remains of animals eaten by very early people elsewhere. Archeologists think that current hunting gatherers such as the Australian Aborigine and North American Eskimo, as well as the people who lived in the Neolithic, have a lot in common with each other's style of living.

Environmental Archaeology:

Another significant specialty in ancient archaeology is environmental archaeology. Three archaeology disciplines, e.g., zoo archaeology which examines the study of the ancient animal remains, soil geography, sediments, rocks, natural deposits etc. and archaeobotany which studies the remains of the ancient plant, are covered. Environmental archaeology is a branch of archaeology and is the study of rebuilding the connections between previous civilizations and their surroundings. It is now in its own right a well-developed field. It considers that human beings interact with other species in the ecological system or ecosystem as part of the natural world. Human existence is governed by the environment. Geographical characteristics influence the flora that determines the animal life in turn. And all these factors together define how and where people lived or, at least until very recently, what they did. The work of environmental recovery is essential, since if we have to comprehend how human beings operate and the society they belong to, we must first know how their world was.

Marine Archaeology:

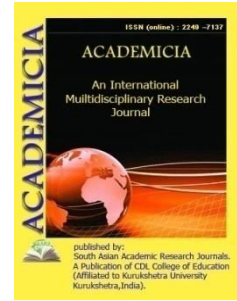
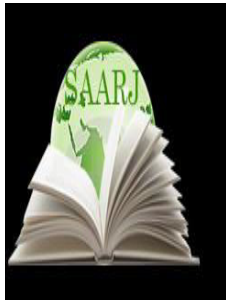
Another area of expertise is marine archaeology or maritime archaeology or underwater archaeology. It requires both tremendous bravery and expertise. There is a great deal of risk while operating at low depths and with limited visibility. The employment of robotic divers, equipped with powerful lights and cameras, contributes significantly to the security of underwater archaeology. It particularly examines the connection of humans with the sea, lakes and banks by studying accompanying physical remnants such as ships, coastal infrastructure, port buildings, cargoes, human remains and surrounding landscapes. It is widely believed to get its first significant push during 1853-54 when huge amounts of wood posts, ceramics and other artefacts were placed down by a very low water level in Swiss lakes. It has been a useful supplement to land work from the first research utilising rudimentary diving belts.

CONCLUSION

It may be both a social science and a humanity branch (the study of humans and their society). It also utilises other areas of learning, though. Archeology is the only technique accessible when additional evidence such as various written documents and oral traditions relating to specific phenomena is lacking in the study of human activities in the material world. It educates us about the past, allows us to understand where we were from and tells us how people lived, faced difficulties and created today's civilizations. The formation of the discipline of archaeology has origins in history and people interested in the past, such as monarchs who sought to display their national triumphs of the past. The actual beginnings of the field of archaeology are unclear. Since time immemorial, excavations of historic sites and the collecting of antiquities took occurred. Some leaders showed interest in researching the past. Tentative beginnings towards archaeology as science were undertaken in Europe in the 17th and 18th centuries during the Age of Illumination, often known as the Age of Reason. However, it was only in the 19th century that the systematic study of the past through its physical remnants started in a way that contemporary archaeology students recognised. Archeology and history are mutually complementary. Together, the two disciplines offer a more complete history.

REFERENCE

1. Chakraborti, D. K. 1988. A History of Indian Archaeology: The Beginning to 1947. Delhi: MunshiramManoharlal Publishers.
2. Childe, V.G. 1956. (First Edition) Piecing Together the Past. London: Routledge & Kegan Paul.
3. Kenyon, K. M. 1964. Beginnings in Archaeology. London: J M Dent & Sons Ltd.
4. Daniel, Glyn. 1967. The Origins and Growth of Archaeology. Harmondsworth: Penguin Books.
5. Markham, C. R. 2004. A Memoir on the Indian Surveys. Delhi: Manohar Publishers & Distributors.
6. Srivastava, K. M. 1987. New Era of Indian Archaeology. Delhi: Cosmo Publication
7. Ascher, R. (1961), "Experimental Archeology", American Anthropologist, 63 (4), pp. 793–816, doi:10.1525/aa.1961.63.4.02a00070
8. Billman, B.R.; Feinman, G. (1999), Settlement Pattern Studies in the Americas—Fifty Years Since Virú, Washington DC: Smithsonian Institution Press
9. Binford, L. (1962), "Archaeology as Anthropology", American Antiquity, Society for American Archaeology, 28 (4), pp. 217–25, doi:10.2307/278380, JSTOR 278380
10. Denning, K. (2004), "The Storm of Progress' and Archaeology for an Online Public", Internet Archaeology, 15
11. Ebrey, Patricia Buckley (1999), The Cambridge Illustrated History of China, Cambridge: Cambridge University Press, ISBN 978-0-521-43519-2, OCLC 223427870
12. Flannery, K.V. (1967), "Culture History v. Culture Process: A Debate in American archaeology", Scientific American, 217 (2), pp. 119–22, doi:10.1038/scientificamerican0867-119
13. Flannery, K.V. (1982), "The Golden Marshalltown: A Parable for the Archaeology of the 1980s", American Anthropologist, 84 (2), pp. 265–278, doi:10.1525/aa.1982.84.2.02a00010



DOI: **10.5958/2249-7137.2021.01795.X**

UNRESOLVED PROBLEM OF MODERN OBSTETRICS: THE PROBLEM OF ADDICTED MISSING OF PREGNANCY

Sultonova N.A*

*Department of "Advanced training of a general practitioner"
With the course "Emergency care" of the Bukhara Medical Institute,
Named after Abu Ali ibn Sino, Bukhara,
Republic of UZBEKISTAN

ABSTRACT

According to the definition of the World Health Organization, spontaneous miscarriage (abortion) is understood as spontaneous expulsion of an embryo or fetus weighing up to 500 g from the uterine cavity within 22 weeks of pregnancy [4;17]. A habitual miscarriage is considered to be a woman's history of 3 or more spontaneous abortions up to 22 weeks in a row. Spontaneous miscarriage (SPV) is the most common complication of early pregnancy, with an incidence ranging from 8 to 20%. Up to 80% of miscarriages occur in the first 12 weeks of pregnancy [2]. After 15 weeks, the overall risk of PWV is 0.6%, provided the fetus has a normal karyotype [13]. Preclinical termination of pregnancy occurs even more often and reaches 26% [10]. In 2003, the study confirmed that in the population the frequency of preclinical pregnancy loss is 26%, and after confirmation of pregnancy - 8% [12]. According to the timing of occurrence, an early spontaneous abortion is distinguished - up to 12 weeks and a late spontaneous abortion - from 12 to 22 weeks of pregnancy. ICD 10 structures SPV into: O03 Spontaneous abortion; O02.1 Failed miscarriage; O20.0 Threatened abortion; N96 Habitual miscarriage and O26.2 Medical care for a woman with recurrent miscarriage. A literature review is devoted to the problem of early pregnancy loss. The modern classification is presented, the issues of the etiology and pathogenesis of this complication, the criteria for diagnosis and differential diagnosis, as well as the standards of therapy and the possibilities of prevention are highlighted.

KEYWORDS: *Spontaneous Miscarriage, Miscarriage, Anembryonia, Frozen Pregnancy, Chromosomal Aberrations.*

INTRODUCTION

Currently, a large number of risk factors for PWV development have been identified, but the most significant and proven ones are [14]:

1. Mother's age: the risk of PWV at the age of 20 to 30 is 9-17%, at the age of 35 - 20%, at the age of 40 - 40% and at the age of 45 - 80%.
2. A history of one miscarriage increases the risk of subsequent PWV to 20%, after two consecutive miscarriages up to 28%, and up to 43% after three or more miscarriages.
3. Smoking more than 10 cigarettes a day is associated with an increased risk of pregnancy loss (OR: 1.2–3.4). The mechanism of the negative effect of tobacco is not fully understood, but it may be associated with its vasoconstrictor and antimetabolic effects.
4. Alcohol: the risk of PWV is increased in women who consume alcohol more than 3 times a week during the first 12 weeks of pregnancy [7].
5. The use of non-steroidal anti-inflammatory drugs (NSAIDs) during conception may be associated with an increased risk of miscarriage [14]. NSAIDs disrupt the implantation processes by blocking the activity of prostaglandins in the decidual tissue [1].
6. An increase in body temperature above 37.8 oC or more may increase the risk of early termination of pregnancy, however, these data are not fully confirmed.
7. A low plasma folate level (≤ 2.19 ng / ml (4.9 nmol / L)) is associated with an increased risk of PWV between 6 and 12 weeks of gestation, but only with a normal fetal karyotype [18]. There is no evidence that vitamin supplementation prevents miscarriage [9].
8. Maternal weight: BMI less than 18.5 or greater than 25 kg / m² is associated with an increased risk of infertility and PWV [16; 13].

Etiology of PWV. Traditionally, it is customary to distinguish 5 main reasons for early termination of pregnancy. These are genetic, anatomical, infectious, endocrine and immunological (auto- and alloimmune) factors. In addition, idiopathic termination of pregnancy is distinguished, which develops in the case when the immediate cause of the miscarriage could not be established [11]. In the case of PWS, in terms of up to 8 weeks, in 1/3 of observations, anembryonia is detected and in 2/3 of cases, frozen (undeveloped) pregnancy [8]. In the overwhelming majority of cases, the cause of the formation of a non-developing pregnancy is chromosomal abnormalities or the action of teratogens. Chromosomal abnormalities are responsible for about 50% of all miscarriages. Most of them are represented by aneuploidies. It has been proven that the shorter the gestational age at which PWV occurred, the higher the likelihood that the cause of the miscarriage is a chromosomal pathology. The frequency of karyotype abnormalities in the fetus with anembryony reaches 90%, with abortion at 8–11 weeks, 50%, and with PWV at 16–19 weeks, it does not exceed 30% [8]. The most common types of chromosomal abnormalities detected in the study of the karyotype of abortions are autosomal trisomy (52%), monosomy on the X chromosome (19%) and polyploidy (22%). Most chromosomal abnormalities in the embryo occur de novo. Genetic abnormalities are not investigated in routine cytogenetic analysis, and therefore, their frequency and prevalence has not been established. Congenital anomalies are also factors leading to early termination of pregnancy. Congenital anomalies or malformations can be caused by genetic or chromosomal

abnormalities, formed under the influence of external factors and teratogens. The anatomical causes of PWV include congenital or acquired anomalies of the uterus (intrauterine septum, bicornuate uterus, submucosal leiomyoma, intrauterine synechiae) [9].

In studies of infectious agents, a role in the development of PWV of a newly emerging acute inflammatory process caused mainly by viruses (listeria monocytogenes, toxoplasma gondia, parvovirus B19, rubella virus, herpes simplex virus, cytomegalovirus, lymphocytic choriomeningitis virus) and leading to the formation of primary placental insufficiency, fetal malformations and abortion [11]. Endocrinopathies (thyroid dysfunction, diabetes mellitus, polycystic ovary syndrome) can also contribute to the development of PWS due to the formation of an inadequate luteal phase and insufficient decidual transformation of the endometrium [3]. Immunological causes of PWS are mainly associated with the development of thrombophilic complications and hypercoagulability due to congenital or acquired thrombophilia and disorders of the immune system (for example, systemic lupus erythematosus, antiphospholipid syndrome), which lead to immunological rejection of the embryo or fetus or the formation of placental insufficiency. Idiopathic termination of pregnancy is PWV of a structurally normal embryo / fetus in apparently healthy women. As noted above, genetic abnormalities are not found on standard tests and appear to be one of the causes of unexplained pregnancy losses.

Clinical manifestations and diagnosis of PWV. The main clinical manifestations of termination of pregnancy are pain syndrome of varying severity, spotting from the genital tract, the nature of which depends on the duration of pregnancy and the reasons for the termination of pregnancy, and hypertonicity of the myometrium. Traditionally, there are several stages of spontaneous abortion in the early stages. Threatened abortion is characterized by minor or moderate pulling pains in the lower abdomen and in the sacrum, scanty bloody discharge. In this case, the size of the body of the uterus corresponds to the period of pregnancy, the tone of the uterus is increased, the cervix is not changed, the external pharynx is closed. Bleeding is often painless, but may be accompanied by minimal suprapubic pain. From 90 to 96% of pregnancies with minor bleeding within 7–11 weeks with intact cardiac activity in the heart remain and are not accompanied by an unfavorable prognosis for the subsequent course of pregnancy [20]. A systematic review found an insignificant association (odds ratio ≤ 2) between the presence of bleeding in the first trimester of pregnancy and the development of adverse outcomes later (miscarriage).

A systematic review found a minor association (odds ratio ≤ 2) between the presence of bleeding in the first trimester of pregnancy and the development of adverse outcomes later (miscarriage, premature birth, premature rupture of membranes, fetal growth retardation, bleeding during labor) [14]. The prognosis worsens when bleeding is severe or develops in the second trimester of pregnancy [16]. For an abortion that has begun, more pronounced pain sensations and the presence of bloody discharge from the genital tract are characteristic. The size of the body of the uterus corresponds to the gestational age, since the ovum exfoliates in a limited area, the tone of the uterus is increased, the cervix is not changed, the external pharynx can be slightly opened [5]. With the development of abortion, cramping pains in the lower abdomen and pronounced bloody discharge appear in the course, the ovum, detached from the walls of the uterus, lobs into the dilated cervical canal. Abortion in progress can result in a complete or incomplete abortion. With an incomplete abortion, parts of the ovum are retained in the uterus, making it difficult for the uterus to contract and contributing to ongoing bleeding, the volume of which depends on the

duration of pregnancy. With a complete abortion (more often it develops before 12 weeks of pregnancy), the ovum completely leaves the uterus, the uterus contracts and bleeding stops [12].

Frozen pregnancy is the lack of elimination from the uterine cavity of a dead embryo or fetus for some time.

Septic abortion - implies the development of an infectious and inflammatory process as a result of the accumulation of pathogenic microorganisms. Septic abortion, in addition to the symptoms described above, is characterized by the appearance of fever, chills, general malaise and pain in the lower abdomen. The causative agent of the infection is usually *Staphylococcus aureus*, gram-negative bacteria, or some gram-positive cocci. The infection can spread and lead to the development of acute salpingitis, diffuse peritonitis and sepsis. Most spontaneous abortions are not septic [8].

Diagnosis. The main clinical sign of spontaneous abortion is the presence of vaginal bleeding. First trimester bleeding can be light, heavy, intermittent or persistent, painless, or painful.

It is necessary to take into account four main causes of bleeding in the early stages of pregnancy [2]:

1. physiological bleeding (accompanying the implantation process);
2. ectopic pregnancy;
3. Overwatch threat or overstepping overnight;
4. pathology of the cervix, vagina or uterus.

To make a correct diagnosis, it is necessary to examine the patient, ultrasound and, if indicated, to assess the level of chorionic gonadotropin in the blood. The final diagnosis of non-developing pregnancy or PWV can be made on the basis of the following criteria:

1. absence of cardiac activity in an embryo with a parietal-coccygeal size (CTE) of more than 5 mm [2];
2. absence of a yolk sac with an average diameter of the ovum of 13 mm;
3. Lack of visualization of the embryo at 6 weeks of gestation with an average ovum diameter of more than 25 mm (with transabdominal measurement) or more than 18 mm (with transvaginal measurement). If the above ultrasound criteria are identified, it is necessary to re-examine in 4-7 days.

The following ultrasound data are suspicious regarding the prospects for complications of pregnancy [17,19]:

1. Abnormal yolk sac - premature reduction (up to 10 weeks) or persistence (over 11 weeks).
2. Low fetal heart rate: with a heart rate of 60 to 80 beats per minute. in the period from 6 to 8 weeks - the probability of SPV is 100%. A heart rate of less than 100 beats per minute up to 8 weeks is associated with a high risk of PWV. It is necessary to conduct a second ultrasound in 5-7 days.

3. Small size of the ovum relative to the size of the embryo (the difference between the average diameter of the ovum and CTE is less than 5 mm) or an increase in the size of the ovum by less than 1 mm per day. The risk of developing PWV in such a situation reaches 78%.

4. Retrochorial hematoma - with its size exceeding 25% of the area of the ovum, the risk of PWS increases by 2 times, the risk of premature placental abruption increases by 5.7 times, the risk of premature birth by 1.65 once. It should be borne in mind that the presence of retrochorial hematoma is not an indicator of thrombophilia. If a retrochorial hematoma is detected, expectant tactics with ultrasound guidance are indicated after 1–2 weeks. The presence of a retrochorial hematoma is not.

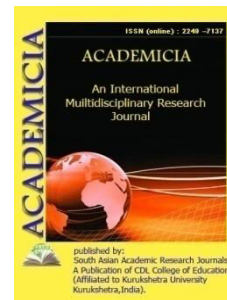
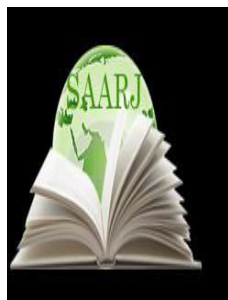
Medical tactics. When diagnosing threatening or incipient PWS, subject to imaging of an embryo with a palpitations, hormonal therapy is indicated (dydrogesterone 20 mg per day by mouth or micronized progesterone 200-400 mg per day in the vagina) in combination with antispasmodic and hemostatic therapy. In the case of a non-developing pregnancy or incomplete spontaneous miscarriage, surgical or medical curettage is indicated. Medical curettage (according to WHO recommendations in 2007) is carried out in non-developing pregnancies using misoprostol 800 mcg in the vagina or 600 mcg sublingually once. Against the background of emptying the uterine cavity, for prophylactic purposes, short courses of antibiotic therapy are used. A short treatment regimen with the use of 100 mg doxycycline, 2 doses every 12 hours on the day of curettage, has been proven to be effective [18]. In risk groups for the development of infectious complications, prolonged use of doxycycline for 5–7 days is permissible. 2 weeks after medical curettage, the thickness of the endometrium should not exceed 15 mm according to ultrasound [15]. During the next 2 weeks (depending on the duration of pregnancy), it is possible to preserve the secretions from the genital tract. After instrumental curettage, spotting usually persists for 5-7 days. On the day of the curettage, an ectopic spiral may be installed, and combined oral contraceptives (COCs) may be started. With Rh (-) blood in a woman and with termination of pregnancy in the period from 8 to 12 weeks, the introduction of anti-Rhesusimmunoglobulin in a dose of 50-100 µg is indicated. Planning for the next pregnancy is possible in 2–3 months, but earlier pregnancy does not additionally increase the risk of repeated PWV [6].

REFERENCES:

1. Andersen A.M., Vastrup P., Wohlfahrt J. Fever in pregnancy and risk of fetal death: a cohort study [Journal] // Lancet. - 2002. - Vol. 360. - p. 1552.
2. Dighe M., Cuevas C., Moshiri M. Sonography in first trimester bleeding. [Journal] // J Clin Ultrasound. - 2008. - Vol. 36. - p. 352.
3. Farquharson R.G., Jauniaux E., Exalto N. ESHRE Special Interest Group for Early Pregnancy (SIGEP). Updated and revised nomenclature for description of early pregnancy events [Journal] // Hum Reprod. - 2005. - Vol. 20. - p. 3008.
4. Goldstein R.R., Croughan M.S., Robertson P.A. Neonatal outcomes in immediate versus delayed conceptions after spontaneous abortion: a retrospective case series [Journal] // Am J Obstet Gynecol. - 2002. - Vol. 186. - p. 1230.
5. Henriksen T.B., Hjollund N.H., Jensen T.K. Alcohol consumption at the time of conception and spontaneous abortion [Journal] // Am J Epidemiol. - 2004. - Vol. 160. - p. 661.

6. N.A.Sultonova, M.N.Negmatullaeva *Early diagnosis of placental insufficiency in women with reproductive losses in the Republic of Uzbekistan. Page 79. Journal New day in medicine 3(35/1) 2021.*
7. Solieva N.K., Tuksanova D.I. Korrekciya privychnogo nevyshivaniya beremennosti preparatami mikronizirovannogo progesterona v sochetanii β adrenomimetikami pri ugroze prezhevremennyh rodov// Novyj den' mediciny. - 2020. - №2 (30/2). - S. 294-297.
8. Solieva N.K., Negmatullaeva M.N, Sultonova N.A. Features Of The Anamnesis Of Women With The Threat Of Miscarriage And Their Role In Determining The Risk Group// The American Journal of Medical Sciences and Pharmaceutical Research. - 2020. - № 2(09). - P. 32-34.
9. Sultonova N.A. Rol' patologii endometriya pri reproduktivnyh poteryah v rannih srokah beremennosti. Tibbiyotda yangi kun №4 (34) 2020 392-395 str.
10. Sultonova N.A. Rannaya diagnostika nedostatochnosti placenty u zhenshchin s reproduktivnymi poteryami v respublike Uzbekistana. Novyj den' mediciny // 2020 . - 4 (34).- str.-366-368.
11. Zaripova D.Ya., Negmatullaeva M.N.,Tuksanova D.I., Ahmedov F.K. Rol' Aleandronovoj kisloty (Ostalon) v lechenii perimenopauzal'nogo osteoporoza. Doktor ahborotnomasi 2019; 3 Str- 51-55.
12. Zaripova D.Ya., Tuksanova D.I. Opyt primeneniya transdermal'nogo preparata Lenzetto u zhenshchin perimenopauzal'nogo vozrasta s soputstvuyushchimi zabolevaniyami. Novyj den' v medicine. 2(30/2) 2020 g. Str-286.
13. Negmatullaeva M.N., Zaripova D.Ya., Dzhumaeva F.F. Primenenie raznogo vvedeniya puti estrogen soderzhashchih preparatov u zhenshchin klimaktericheskogo vozrasta. Tibbiyotda yangi kun 3(31)2020 413-416 bet
14. Sharipova R.G., Zaripova D.Ya. Effectiveness of using aleandronic acid with hormone replacement therapy alone and together. Tibbiyotda yangi kun 3(31)2020 538-541 bet
15. Zaripova D.Ya., Negmatullaeva M.N., Tuksanova D.I., Solieva N.K. Materialy IV Vserossijskoj distancionnoj nauchno-prakticheskoy konferencii s mezhdunarodnym uchastiem «Farmakologiya raznyh stran» 29-30 sentyabr' 2020 KGMU. Sravnitel'naya ocenka transdermal'nogo vvedeniya estrogen soderzhashchih preparatov u zhenshchin perimenopauzal'nogo vozrasta s soputstvuyushchimi zabolevaniyami 71-73 str.
16. Zaripova D.Ya., Sharipova R.G. Efficiency of hormone replacement therapy in prevention menopausal therapy. Academicia an international multidisciplinary research journal.2020.Vol.10, issue 8. Page 422.
17. Zaripova D. and Sharipova R. Comparative evaluation of the use of aleandronic acid in menopausal women complicated by osteoporosis. European journal of biomedical and pharmaceutical sciences.2020.Vol-7, issue-6.P.145-147
18. Zaripova D.Ya., Tuksanova D.I., Negmatullaeva M.N. Osobennosti techeniya perimenopauzal'nogo perekhoda zhenshchin s ozhireniem. Novosti dermatovenerologii i reproduktivnogo zdorov'ya. № 1-2.2020 Str.39-42.

-
- 19.** Zaripova D.Ya., Negmatullaeva M.N.,Tuksanova D.I., Ashurova N.G. Vliyanie magnij deficitnogo sostoyaniya i disbalansa steroidnyh gormonov zhiznedeyatel'nosti organizma zhenshchiny. Tibbiyotda yangi kun 2019; 3 (27) Str- 14-18.



DOI: **10.5958/2249-7137.2021.01796.1**

APPLICATION OF PINCENTS OF SPINAL LEAF (CHLOROPHYLLE) AS A NATURAL DYE FOR PAINT SENSITIVE SUN ELEMENT (DSSC)

A.A.Yakubbaev*; **A.Abdukarimov****; **SH..Nazarov*****

*Basic Doctoral Student,
Namangan State University,
UZBEKISTAN

**Namangan Institute of Engineering and Technology,
UZBEKISTAN

***Namangan Engineering Construction Institute,
UZBEKISTAN

Email id: Muhammadyusuf.Muhammadsodiq@bk.ru

ABSTRACT

This study examines the history of the creation of dye sensitized solar cells (DSSC) and the principle of their action. The materials from which these solar cells are made and the technology for manufacturing layers in them are given. Processes of generation of electric charge, potential and electric current in DSSC are investigated.

KEYWORDS: *Dye Sensitized Solar Cells (DSSC), Photo Electrode, Counter Electrode, Photo Anode, Electrolyte, Gel Polymer Electrolyte, Highly Sensitive Dye To Light.*

INTRODUCTION

Dye plays a key role in the development of DSSC's high performance. The dye must meet the following requirements, such as strong absorption in the visible light spectrum, proper attachment of the chemical group to be bonded to the semiconductor, and the ability to inject electrons into the semiconductor surface [1] DSSC previously used a ruthenium (II) polypyridine complex as a sensor for semiconductors, but the high cost and complexity included metal and contamination. Another method is to create a solar cell by scattering the natural flowers of fruits, plants and leaves (DSSC). Natural dyes play an important role in collecting sunlight and converting solar energy into electricity [2-3]. Some fruits, plants, flowers and leaves were of different colors and contain many pigments that can be easily extracted and then used as sensitizers, while most green plants contain many pigments. Chlorophyll, which helps absorb

photons from sunlight, and anthocyanins (red-purple) that color fruits and plants, absorb light in the 520–550 nm wavelength range [4, 5], tannins, and carotene. Chlorophyll can absorb red, blue and magenta light and take on color by reflecting green waves. Strong absorption peaks in the visible region at 420 nm and 660 nm, which can be used as natural sensitivity in the visible range [6]. The chemical composition is close to hemoglobin. The biological property of chlorophyll is that it absorbs light energy and converts it into chemical energy of organic matter.

2. MATERIALS AND METHODS

2.1 Technology of preparation of natural dye. Dye of Chlorophyll

5g of spinach is crushing using mortar into small size. 10 ml of ethanol is added into the spinach and is placed into the ultrasonic cleaner for 15 minutes with the frequency of 37 Hz using Degas mode for extracting chlorophyll process. After that, enter the solvents into a centrifuge machine for 25 minutes with 2500 rpm. All process has shown in Fig. 1



FIGURE1: Optical images of the extracted dyes ,chlorofil.

2.2 Measurement method.

The efficiency of highly sensitive solar cell dyes depends on the optical properties of the dye, and it has been found that the light absorption efficiency of dyes depends on the type of dye. To do this, using a Mettler Toledo (UV5Bio) spectrophotometer, we investigated the dependence of the efficiency of light absorption by dyes on the wavelength of incident light using light beams with a wavelength of 350-1000 nm. was found.

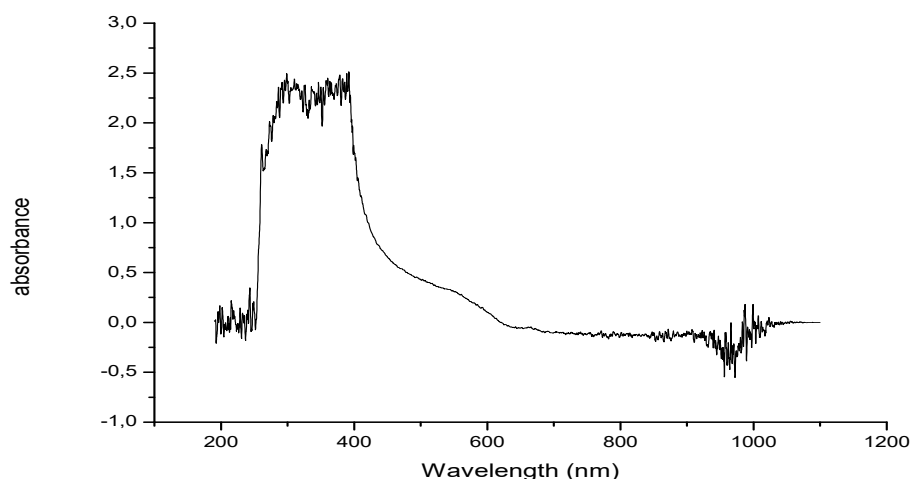


FIGURA. 2 shows the UV-Vis absorption spectra of spinach extracted with ethanol (S-Etha).

From Figure 2, the absorption S-Etha can be seen at 410nm, wavelength. The peak of S-Etha assimilation depends on the presence of chlorophyll pigment. Spinach has been found to be rich in chlorophyll, as all green plants contain chlorophyll, which in the process of photosynthesis acquires glucose under the influence of light visible from ordinary organic molecules (water and carbon dioxide). High absorption peak when extracting spinach with ethanol in the assimilation range of 600-700 nm and peak at 410 nm with ethanol shown in Figure 4 below. The band range, which is the photon energy of TiO_2 , is related to the wavelength range absorbed, and the network range decreases with increasing assimilation wavelength [7].

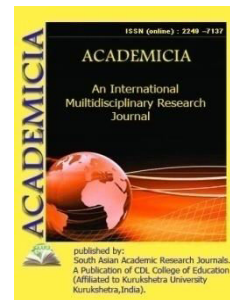
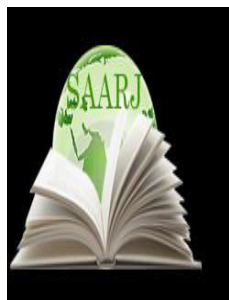
CONCLUSION

The natural dye extracts are, generally, a mixture of several pigments. Therefore, the possible reason for the observed differences in sensitization actions of dyes is their varied abilities towards adsorption onto the semiconductor surface. The impact of the different rates of electron transfer from the dye molecule to the conduction band of semiconductor electrode (energy levels alignments) is also reflected. Sometimes, a complication such as dye aggregation on semiconductor film produces absorptive that results in either the non electron injection or the steric hindrance preventing the dye molecules from effectively arraying on the semiconductor film. This leads to the weaker binding and greater resistance, resulting in the low output of cells. Addition of appropriate additives for improving V_{oc} without causing dye degradation might result in further enhancement of the cell performances. Hence, though photocurrent densities, photo voltages, and

IPCE obtained with these dyes are somewhat low, they are quite useful for their no toxicity, greater availability, and very low cost of production opening up a perspective of feasibility for inexpensive and environmentally friendly dye cells.

REFERENCES

1. Rosana NTM, Joshua Amarnath D, Joseph KLV, Anandan S. Mixed Dye from Nerium Oleander and Hibiscus Flowers as a Photosensitizer in Dye Sensitized Solar Cells. International Journal of ChemTech Research 2014; Vol. 6, No. 12; 5022-5026.
2. Polo AS, Iha NYM. Blue sensitizers for solar cells: Natural dyes from Clafate and Jaboticaba. Solar Energy Materials & Solar Cells 2006; 90:1936-1944.
3. Sinha K, Saha PD, Datta S. Extraction of natural dye from petals of Flame of forest (*Butea monosperma*) flower: Process optimization using response surface methodology (RSM). Dyes and Pigments 2012; 94: 212-216. 902 R. Syafinar et al. / Energy Procedia 79 (2015) 896 – 902
4. Al-Ba'thi SAM, Alaei I, Sopyan I. Natural Photosensitizers for Dye Sensitized Solar Cells. National Journal of Renewable Energy Research 2013; Vol. 3, No.1.
5. Abdel-Latif MS, El-Agez TM, Taya SA, Batniji AY, El-Ghamri HS. Plant Seeds-Based Dye-Sensitized Solar Cells. Material Sciences and Application 2013;4:516-520.
6. Torchani A, Saadaoui S, Gharbi R, Fathallah M. Sensitized solar cells based on natural dyes. Current Applied Physics 2015;15: 307-312.
7. Ananth S, Vivek P, Arumanayagam T, Murugakoothan P. Natural dye extract of *Lawsoniainermis* seed as photo sensitizer for titanium dioxide based dye sensitized solar cells. SpectrochimicaActa Part A: Molecular and Biomolecular Spectroscopy 2014;128:420-426



DOI: 10.5958/2249-7137.2021.01797.3

PRODUCTION AND TESTING OF AN EXPERIMENTAL BATCH OF GEAR LUBRICANT ALSL-UZ IN THE CONDITIONS OF THE REPUBLIC OF UZBEKISTAN

Bekzod Bakhtiyorovich Rakhimov*; **Sevara Bakhtiyorovna Kurbanova****;
Sardorbek Nazirzhonovich Dekhkanboev***

*Junior Researcher,
Institute of General and Inorganic Chemistry,
Academy of Sciences of the Republic of UZBEKISTAN
Email id: raximov2021@inbox.ru

**Junior Researcher,
Institute of General and Inorganic Chemistry,
Academy of Sciences of the Republic of UZBEKISTAN

***Assistant,
Institute of Andijan Mechanical Engineering,
UZBEKISTAN

ABSTRACT

Requirements for the viscosity of the gear lubricating oil. A prototype of ALSl-Uz (AL-Axial lubrication, sl- semi-liquid, Uz- Uzbekistan) type gear lubricant was developed and manufactured from local raw materials. Laboratory tests of a prototype gear lubricant were carried out at the Fergana Oil Refinery. The samples obtained were tested on the T-40 Tractor in the conditions of the farm "Agrosanoat Hosil Servis". The Institute of General and Inorganic Chemistry of the Academy of Sciences of the Republic of Uzbekistan has carried out work on the development and manufacture of a composition of a gear lubricant of the ALSl-Uz type from local raw materials. The service life of lubricants is quite long, which is why the owner often has to change the material, which could not even develop half of its own resource. Therefore, thickened (all-season) products have gained great popularity on the domestic market.

KEYWORDS: Reducer Grease, Gear Starter, Viscosity, Transmission, Asphalt, Extract.

INTRODUCTION

There are several classifications of gear lubricating oils by viscosity. Most of them use numerical designations that indicate that the oil belongs to a larger or smaller range of viscosity values [1,9].

The classification allows you not only to find out the viscosity index of the gear lubricating oil, but also to quickly select the right type of lubricant for a specific application. For industrial gear lubricating oils, the ISO viscosity classification is widely used, where each digit indicates the range of kinematic viscosity at 40°C. The SAE standard [2,10,11] is used to characterize engine and transmission oils.

The Institute of General and Inorganic Chemistry of the Academy of Sciences of the Republic of Uzbekistan has carried out work on the development and manufacture of a composition of a gear lubricant of the ALsl-Uztype from local raw materials. In the T-40 Tractor, the gear designs have an exclusively cylindrical shape, which allows preventing a high probability of bullying during operation. In cargo and passenger transport, which has a traditional gearbox design, it is possible to use gear lubricating oil without any alternatives [4,5].

RESEARCH METHODS

Laboratory studies of a prototype of a gear lubricant were carried out in the TSL shop No. 10 at the FNPZ.

Together with the Institute of General and Inorganic Chemistry of the Academy of Sciences of the Republic of Uzbekistan and the Ferghana Oil Refinery, work was carried out in shop No. 17 to produce a prototype of a gear lubricant in accordance with the technical specifications for ALsl-UzTSh 39.3-225: 2012 and to test their physico-chemical parameters and anti-wear characteristics.

The obtained samples were tested on a T-40 Tractor in the conditions of the farm "Agrosanoat Hosil Service". To get acquainted with how the viscosity of the gear lubricating oil is indexed according to the standards, you can use Table No. 1.

TABLE NO. 1.

Requirements for the viscosity of gear lubricating oil						
Properties of gear lubricant	Viscosity class					
	75W	80W	85W	90	140	250
Kinematic viscosity at 100 S, sq. mm/s						
min	4,2	7,3	10,8	12,5	23,5	40,5
max	-	-	-	24	41	-

Max. temperature (°C) at a viscosity of 150,000 SDRs	-38	-23	-11	-	-	-
Loss of mobility temperature (°C), not higher	-43	-33	-21	-	-	-

If the Latin letter W is present in the designation, this indicates the possibility of using it in winter. The absence of this designation in all other products makes it clear that the buyer is facing oil for the summer period. In practice, the use of seasonal gear lubricating oils is not always financially profitable. The service life of lubricants is quite long, which is why the owner often has to change the material, which could not even develop half of its own resource. Therefore, thickened (all-season) products have gained great popularity on the domestic market. The chemical composition is a symbiosis of winter and summer oils, each of the labels of which is indicated in the corresponding index [6,7,8].

RESULTS AND DISCUSSIONS

Gear lubricant of the ALsl-Uztype meets the requirements and standards of the technical specifications for ALsl-UzTSh 39.3-225: 2012, specified in Table No. 2, according to physical and chemical parameters.

TABLE NO. 2

Name of indicators	The norm for the brand		Test method
	L	Z	
Appearance	Homogeneous oily liquid from dark brown to black color		
Ashcontent, %, nomore	3,0	3,0	By GOST 1461-75
Mass fraction of sulfur, %, within	1,3-1,7	1,3-1,7	By GOST 1437-73
Corrosion effect on metal	withstands		By GOST 9.080-77
Mass fraction of water, %, no more	0,5	0,5	By GOST 2477-65 (from SLZ 2362-60)
Mass fraction of mechanical impurities, %, no more	0,1	0,1	By GOST 6479-83
Mass fraction of free alkali in terms of NaOH, %, no more	0,3	0,3	By GOST 6707-76
Conditional viscosity at plus 100°C, conditional degrees	7-12	3-7	By GOST 6558-52

If the letter L is present in the designation, it indicates the possibility of application in the summer period also Z, it indicates the possibility of application in the winter period.



1-Gear starter; 2-Transmission box

Fig. 1. Image of T-40 Tractor spare parts

Gear lubricant of the ALsl-Uz type was tested on the gear starter and transmission box of the T-40 Tractor (Fig. 1.).

Prototypes of gear lubricant in an amount of 20 kg for operational tests on the T-40 Tractor according to the following composition are shown in Table No. 3.

TABLE NO. 3.

Name of components	Period of use		
	Summer	Spring-autumn	Winter
	Sample №1	Sample №2	Sample №3
	The content of components in the lubricant samples, wt. %		
Deparaf. Residualoil	73,8	65,1	55
Asphalt	14,7	14,1	11
Extract of the III fraction	8,5	12,4	24
Gossypolresin	1,5	2,6	3,6
K 61 (from the III fraction)	1,2	3,3	5
Additive CD-7	0,3	0,3	1,4

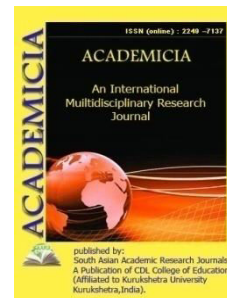
CONCLUSIONS

1. At the Institute of General and Inorganic Chemistry of the Academy of Sciences of the Republic of Uzbekistan, work was carried out on the development of the formulation and manufacture of the composition of a gear lubricant of the ALsl-Uz type from local raw materials.
2. Fergana refinery plant in laboratory №10 laboratory investigations of the prototype gear lube in accordance with the regulations, and the obtained samples were tested on the Tractor T-40.

3. The resulting lubricant gear type ALslTies for physical and chemical indicators meet the requirements and standards specifications for ALsl-UzTSh 39.3-225: 2012.
4. Lubricant gear type ALsl-Uz tested on the gear of the starter and the transmission of the Tractor T-40.
5. As a result of the tests, the prototypes of gear lube, developed Academy of Sciences of the Republic of Uzbekistan Institute of General and Inorganic Chemistry has mobility and the determination of the diameter of the wear on the toothed parts Tractor T-40, showed better results than negroli. This indicates that it can be used on the T-40 Tractor in the Farm "AgrosanoatHosil Service".

REFERENCES

1. Navidad R. D., Vdovichenko P. N., Krasnokutskaya M. E., Kobylinska I. F., Thermal analysis greases and their components methods of investigation of the composition and properties of lubricants, Tsniiteneftekhim. M. 1988. –S. 71-82.
2. Ubaydullaev M. J., Khamidov B. N., Ubaydullaev .B.X. Development of effective technologies of obtaining lubricating materials using waste oils.//Uzbek chemical journal, 2009, No. 6, pp. 49-53.
3. Saidahmedov S. M. Development and industrial development of technologies for the production of oil from local oils. Autoref. doct. Technical Sciences, Tashkent, 2005, 62 p.
4. Toshtemirov B. V., Khamidov B. N., Ubaydullaev B. H., Smanov B. A., Ganieva S. H. Development of a new composition of a lubricant using anticorrosive additives. Uzbek Journal of Oil and Gas. No. 1, 2012, pp. 35-38.
5. Saidakhmedov Sh. M., Khamidov B. N., Ubaydullaev B. Kh., Dzhianbayev S. V. The main directions of production of lubricants using local raw materials. Uzbek Journal of Oil and Gas. Special issue, 2015, pp. 166-173.
6. Chernozhukov N. I., Krein S. E., Losikov B. V. Chemistry of mineral oils. 2nd ed., trans. and add. - M.: Gostoptehizdat, 1959. - 416 p.
7. Kazakova L. P., Krein S. E. Physico-chemical bases of the production of petroleum oils. - M.: Chemistry, 1978. -319 p.
8. Chernozhukov N. I., Krein S. E. The oxidability of mineral oils. 3rd ed., trans. and add. - M.: Gostoptehizdat, 1955. - 372 p.
9. Kiseleva I. A., Nesterov A.V. and others. New gear lubricants / / Oil and business, 1995, No. 3. pp. 22-24
10. Kiseleva I. A. Development of semi-liquid lubricants for railway transport. Diss. candidate of Technical Sciences. Moscow: I. M. Gubkin GANGES, 1996. - 110 p.
11. Larin A.M. Investigation and regulation of the composition and properties of petroleum oils using thermal diffusion. Diss. candidate of Technical Sciences. - M.: Gubkin Russian State University of Oil and Gas, 2000. 111 p.



DOI: **10.5958/2249-7137.2021.01798.5**

THE GENRE OF ODES IN THE ORAL WORK OF THE TURKIC PEOPLES AND ITS GENESIS

Govhar Rahmatova*

*PhD, Researcher,
Uzbek language and Classical oriental literature,
International Islamic Academy of UZBEKISTAN

ABSTRACT

Mahmud Kashgari's "Divani lugati-t-turk" quotes poetic quatrains and verses in order to clarify the meaning of Turkic words. These poetic works belong to different periods; the roots of some go back two or two and a half thousand years. The genre of poems in the play is different, one of which is the poem. In this article, the views on the genre of ode and its genesis are reflected in the examples of Turkic oral art. It is clear from the poem about spring in the play that the Turkic people had a special love for nature. The metaphorical imagery, metaphors, allegories, animation, and light allusions encountered in this poem are reflected. In classical literature, a poem is written mainly to praise a person (king, hero, hero), an important event, nature, etc., in order to recognize their high qualities and attributes. In classical poetry, the requirements for the composition of the poem are developed.

KEYWORDS: Folklore, Ode, Image, Artistic Thought, Artistic Style, Quartet.

INTRODUCTION

The structure of the "Divani lugati-t-turk" is diverse, and it is the first and most important source for observing the formation and evolution of poetic genres in the Turkic language. Issues such as poetic forms in the Turkic language, their relationship, the state of Turkic literature in the 11th century in general and its predecessors, as well as its relationship to the literature of neighboring nations to the literary etiquette of the 11th century can be covered in "Divani lugati-t-turk".

The play contains fragments glorifying spring in excerpts from the depiction of nature, and this is, in our opinion, the first example of a Turkic poem in the oral tradition of the Turkic peoples.

It is known that ode is an Arabic word that means "purpose", "intention" and is one of the genres of poetry in classical lyricism. Although it is rhymed in the ghazal type, in contrast, the verse is

not limited in size. It can range from 15-20 bytes to 100 bytes, or even more bytes. Thematically, too, it is extremely comprehensive¹.

In classical literature, a poem is written mainly to praise a person (king, hero, hero), an important event, nature, etc., in order to recognize their high qualities and attributes. In classical poetry, the requirements for the composition of the poem are developed. According to it, the ode consists of such parts as an introduction (nasib or tashbib), place of description, description of the object (vasf or guzirgoh), praise, and praise (praise), and the intention of the poet (qasd). Also, in some sources, according to the content of the poems, they are divided into such types as *odei bahoriya*, *odei hamniya*, *odei fahriya*, *odei khazoniya*, *odei hajviya*, *odei holiya*, *odei ishqiya*, *odei hamriya*.

As for the poem about spring in “Divani lugati-t-turk”, there is no nasib (tashbib) part. Such a ode is called a mujarrad (simple, plain) or mahdud (limited) in classical literature.

In the center of the poem is spring. In it, all the good qualities of spring are sung in a simple folk language:

تُرْلُكْ جَجَكْ يَرْلَدِي	<i>Türlüg çeçäk yazildi,</i>
بَرْچَن يَزْمْ كَرْلَدِي	<i>Barçin yađim kerildi.</i>
أَجْمَاقْ يَرِي كُرْلَدِي	<i>Uçmaq yeri körüldi,</i>
تُمْلُغْ بِنَا كَلْغُوسُورْ	<i>Tumluğ yana kelgüsüz.</i>

Describes spring: all sorts of flowers opened, as if silk carpets were written. The heavenly husband was seen. The cold was so hot that it never returned. (DLT², 60).

The ode consists of 14 quatrains and the ode belongs to the odei hymn type in terms of content.

The poem about spring is rhymed in the form a - a - a - b. Looking at the poem, one can see that its rhyming system consists of a simple and abstract rhyme.

A simple rhyme, that is, a rhyme in which only the narrators are compatible and the other letters do not have to be adapted:

قِشْ يَأْ بِلَا تُقِشْتِي	<i>Qış yay bilä toquştı,</i>
قِشْ كُورْ بَقِشْتِي	<i>Qışır közin baqıştı,</i>
تُتُشْقَالِي يَقِشْتِي	<i>Tutuşqalı yaqıştı,</i>
أُتْغَالِمَتْ أَعْرَشُورْ	<i>Utğalimat oğraşur</i>

Winter collided with summer, they looked at each other with an evil eye, approaching to catch each other. Each of them wanted to win and win (DLT, 82).

One of the most widely used types of rhyme in Turkic poetry is mujarrad rhyme. One type of this kind of rhyme is a rhyme consisting of a narrator's long vowel, in which no letter other than that long vowel is present. In the place of the narrator, anything can come from the long flour:

كَلْدِي اسْنِ اسْنِيو	<i>Keldi esin esnâyü,</i>
قَاذَقَا تَكْلِ اسْنِيو	<i>Qađqa tüğäl üsnâyü.</i>

کردی بدن قسنیو *Kirdi bodun qusnayu,*
 قرا بلیت ککرشور *Qara bulit kökräşür.*

The wind blew. It is like a hurricane. The people trembled from the cold, black clouds blossomed (DLT, 275).

It should be noted that in the rhyme of Turkic poetry, the presence of the narrator in the core is not always necessary, and this phenomenon, although not very widespread, is also found in modern Turkic poetry.

Literary critic B. Tukhliyev notes that the main role of the narrator is in the core and the presence of affixes as an auxiliary character and serves to increase the rhythmic tone of the epic.

In short, spring is at the center of the poem quoted in the “Divani lugati-t-turk”. At the same time, all the good opportunities of the spring season are skillfully depicted in symbolic and artistic terms.

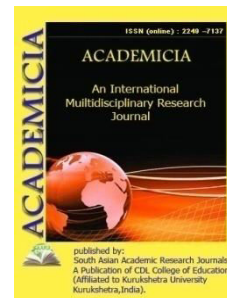
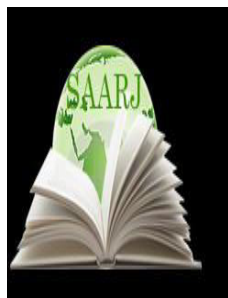
It is clear from the poem about spring in the play that the Turkic people had a special love for nature. The metaphorical imagery, metaphors, allegories, animation, and light allusions encountered in this poem are reflected. When you read it, the life, activity, and natural environment of the Turkic peoples are clearly reflected in your mind.

The finger is a common system of poetic weights in the poetry of the Turkic peoples. This weight is especially popular in folklore. Most of the quartets in the “Divani lugati-t-turk” are written in this system. Most of the quartets are written in weights of the finger system such as 4 + 3, 4 + 4, 3 + 4. The poetic fragments were included in the poems, all of which had the same weight.

The poem is rhymed in a-a-a-b style. There are a number of rhymes in the poem that do not meet the requirements of classical theory. For example, it is possible to quote the same word in rhyme lexico-phonetically, although very rarely in the play.

REFERENCES

1. Filshtinskiy I.M. Arabskaya literatura v srednie veka (VIII–IXvv.). – Moskva: Glavnaya redaktsiya vostochnoy literaturi, 1978.
2. Xodjaeva R. Mumtoz arab adabiyoti janrlari tizimi va tipologiyasi. – Toshkent: ToshDShI, 2015.
3. Mahmud Koshg'ariy. Devonu lug'ati-t-turk [Turkiy so'zlar devoni]. Nashrga tayyorlovchi: Q.P. Sodiqov. – Toshkent: G'afur G'ulom, 2017.



DOI: **10.5958/2249-7137.2021.01799.7**

LINGUOCULTURAL CHARACTER OF ETHNOGRAPHIES RELATED TO BURIAL TRADITIONS (ON THE EXAMPLE OF THE KAZAKH'S LANGUAGE IN KARAKALPAKSTAN)

Gulgaysha Sagidolda*; Gulshad Agytaevna Adilova**

*Professor, Doctor of Philological Sciences,
Eurasian National University, Nur-Sultan,
KAZAKHSTAN

**Doctor of Philology (PhD)
Karakalpak State University, Nukus,
UZBEKISTAN

Email id: gulshat-adilova@mail.ru

ABSTRACT

The article examines the linguocultural quality of some ethnographies related to the burial tradition in the Kazakh language of Karakalpakstan. Ethnographies belonging to the original Kazakh language, as well as those used under the influence of Karakalpak and Uzbek languages were analyzed in the local Kazakh language. The shigaryp salyu(see off) is sung in the form of a song, like a lament. In it, the services of the deceased are widely sung, and the place of the body that is going to be buried is mentioned, because the soul of the deceased must go and be buried with the coffin. In addition to preserving their national traditions, local Kazakhs also use the traditions of the above-mentioned peoples. Therefore, the Kazakhs of Karakalpakstan live in a bilingual, multilingual environment, mixing with the local Turkic peoples. They can't express it in words, they miss their deceased person and goes out the unpleasant feelings from their heart by mourn. It can be said that the meaning of mourning. There is a belief among the locals that after the corpse is taken away in a coffin, «his soul will fly away and stay around the house».

KEYWORDS: *Etnographism, Burialtradition, Mourning, Lament, Greeting With Personinlament, Tocondole, To Wash The Deceased, The Person Who Washed The Deceased, See Off, Crapeand Etc. Etnographisms*

INTRODUCTION

It is natural that Kazakhs in Karakalpakstan mix with their relatives, the Uzbek, Karakalpak and Turkmen peoples, and their customs and traditions are similar due to the neighboring way of life. In addition to preserving their national traditions, local Kazakhs also use the traditions of the above-mentioned peoples. Therefore, the Kazakhs of Karakalpakstan live in a bilingual, multilingual environment, mixing with the local Turkic peoples. This article aims to study the linguocultural nature of ethnographisms in connection with the burial tradition in the Kazakh language of Karakalpakstan.

Burial of the dead is one of the tradition that has accompanied the history of the people since ancient times. The ways of its development, the signs of its forgotten steps are preserved in the language of every nation.

In the local Kazakh language, it is said that, if a small child dies, a child is died (*shetnedi*); if a young person dies, a young person is passed away, passed on, he was *shahid* and depart this life; and an old person dies, an old person went the way of all fresh, draw his last breathe and so on. For example: He passed away, where we can find him? His final hour was in the war, *some people were shahid*. May their fortress destroyed, *May they depart their life* [1:144].

THE MAIN FINDINGS AND RESULTS

Although the burial of the dead is similar in all Muslim nations, there are some differences in their languages related to the ceremonies of eating. For example, *aqiretlik boliw*, *esittiriw*, *joqlaw*, *kewil aytiw*, *suyekke kiriw*, *suwga endiriw*, *suyekshi*, *kiyim iliw*, *aza tutiw* (*crape*), *janaza shigariwand* so on. ethnographies are actively used in the local Kazakh language.

Markhum – means a dead person. This word in Arabic language in the form *marhum(un)*, the meaning of mercy is derived from the verb *rahima*, which means to show mercy, and is used to denote the meaning of a dead person [2:239].

Murde, *mayit* ethnography originated in connection with the body of the deceased. The word «dead» is derived from the Arabic word for «dead» into Turkic language and is derived from the plural verb *mata*, meaning «dead» [2:227].

Esittiriw – notification of close relatives of the deceased. According to the ancient tradition of the Kazakh people, as in other Turkic peoples, the news of a person who died outside his home was conveyed to his family members and relatives as a sad song. Such a structure of hearing, which is based on the enemy, reveals the meaning of deep knowledge, high intelligence and high morality.

Tabit (*coffin*) – a special device for burying the body of the deceased. The word was in the form of an Arabic *tobut* (*un*), which means a box and later, when taken to the cemetery, the corpse began to mean an object resembling an open box [2:445]. In the local Kazakh language, it is also called a horse and wooden horse.

Aqiret (*hereafter*) – the dress, which is sewn like a robe and worn on the outside. It is long enough to bend a person's head and legs. The word *aqiret* is derived from the last Arabic word with the help of the suffixes - (*at*) *un*, which means the time of the last end, the meaning of the world. [2:198]. For example: *The time will come when he will be held accountable in hereafter*.

Kepin(shroud) –the clothes of the dead are shorter than the Hereafter and are the same as the human body. It is an Arabic word derived from the verb kafana, which means «wrapped in white cloth», in Uzbek, it means «white cloth that are wrapped before the funeral»[2:346]. It means the same in Kazakh and Karakalpak languages. For example: *Take off your shroud* Refuse your soul[1:48].

Joqlaw – in almost all Turkic peoples, the song is sung with a mournful lament for the deceased. The word «Joq» means in ancient Turkic language «mourning», used in the meaning «the tradition of burying the dead is given to the deceased» [3:421]. A.N Kononov points out that one of the meanings of the word «yoq» in the old Turkic language is «death»[4:114]. The funeral songs include the benefits, care, courage, etc. properties of the deceased to his homeland, relatives and friends.

Joklaw(lament) information on the meaning and etymology of the lexical element of lament in the Kazakh and other Turkic languages can be found in the work of ethnographer E. Zhanpeisov. Explaining the meaning of the ethno-name of mourning as «plach, prichitanie, oplakivat», the author corresponds to the semantics of mourning ethnography with the lexemes of mourning, lament, lamentation, also refers to the ethnography of «dauys shygaru»(crying in a loud voice) in the Karakalpak language[5:66]. In our opinion, although these forms seem meaningful, there is a difference between them. First of all, mourning and lament are spoken only by women. Second, «naming» or «mourning» is the voice of the people who are going to the house where one of the family members died. They do not mourn for a while like women.

Under the words of mourning lies the loss of close person, the disappearance of one's relative, the dignity of the dead person, the irreplaceability of death, the tragic yell. They can't express it in words, they miss their deceased person and goes out the unpleasant feelings from their heart by mourn. It can be said that the meaning of mourning. If the mourning is not said, dead person is considered of not having a mourner, and it is considered an unforgivable crime.

Greeting ethnography is widely used in the local Kazakh language. This ethnography means «to weep and embrace women who are mourning in the house of the dead, to express their condolences, to mourn the dead».

Kewil aytiw(condolence) –It is a word of consolation to mourn the loss of a close person. In this case, especially the words «kaiyrly kaza bolsyn», «kazaga shukirlik et», «imanyñ bersin», «bendelik» «adam buyriktan kalmaidy», «ozekli janga bir olim», «eki olmek jok», «jan iiesine bir kaza bary akikat», «olimnen heshkim kutylmaidy», «ajelsiz jan shykpaidy», «arty kaiyrly bolsyn», «kalgan jasyñ balalaryna bersin», «izi toi bolsyn» are used.

Aza koilek(funeral dress)– people who have lost loved ones do not wear clothes of different colors, but only black ones. In Kazakh literal language such clothes are called «aza koilek» or «aza ton». The native people call it «kara jamylyp otyr» (covered themselves in black). All of this is a sign of respect for the dead. The word mourning comes from the Arabic language into the Turkic languages and means sorrow, grief, mourn. In the Kazakh and Karakalpak literary languages, the word mourning is used in the sense of grief, mourning, money or thing should be given to the house of the deceased by their relatives [6:75;31]. In Uzbek, mourning means a morning ceremony for women who mourn at the deceased's home[2:19].

Suiekke kiriw – ethnographism is associated with the tradition of washing the body of the deceased and wearing a shroud.

Suiekshi – ethnographism refers to people who bring a dead person to a saint and bury him. This ethnographism is made by adding the suffix –shi to the word *suiek*. In Karakalpak language the word *suiek*(skeleton) used in the two meaning: 1. The main solid part of the human and animal body, the skeleton. 2. The body of the deceased. Depended on the last meaning, the words *suiekshi*, *suiekke eniw*, *suyekshiler* and etc. words appeared [7:231]. In Karakh the word *suiek*(skeleton) used in the four meaning: 1. Skeletons and their parts in the human and animal body. 2. In the meaning of khazakh origin. 3. Seed of plant. 4. In indirect meaning deceased person. Depended on the last meaning, the words *suiekshi*, *suiekke eniw*, *suyekshiler* and etc. words appeared [8:290].

According to Zoroastrianism, after the death of a person, his flesh was removed, his remains were placed in a certain place, and then buried. Depended on the this meaning, the words «*suiekshi*» appeared. According to G.P Snesev, Zoroastrianism originated in religious times. In many parts of Central Asia, including southern Khorezm, relatives of those who buried deceased called him a «*suiekshi*» [9:60]. In the language of the native people it is still used in this sense.

There is a belief among the locals that after the corpse is taken away in a coffin, «his soul will fly away and stay around the house». Therefore, in order not to confuse the bones and the soul, there is a tradition of *shigaryp salyu* (see off), and in connection with this ethnographism is formed. The *shigaryp salyu* (see off) is sung in the form of a song, like a lament. In it, the services of the deceased are widely sung, and the place of the body that is going to be buried is mentioned, because the soul of the deceased must go and be buried with the coffin. Otherwise, there is a myth that «the soul stays in the house and kills another person from the house».

Written memoirs of the ancient people of Central Asia confirm that the tradition of giving alms was also a part of Islam. The first alms of a deceased person is given on the day of his funeral, then on the seventh, fortieth, one hundredth day and the first year after the funeral. The biggest of these almsgiving is the day of funeral and the first year after the funeral.

Relatives and friends of the deceased bring clothes to the rope hanging at the funeral. Depended on this tradition the terms *skiyim iliworsyrykka saliwa* appeared. These clothes are given to those who washed the deceased.

If the deceased is old, his clothes will be given to his relatives as a superstition «*iyis, teberik*», with an intention of living long as deceased person. It also called *jyrtys*. *Jyrtys* – this is a piece of cloth that is given to people who have come to the funeral of deceased with an intention of living long as deceased person.

Olinin artyn kutiu – to mourn the dead, to bless them, to gather the people for the dead and recite the Qur'an. Depending on the lamentation of deceased person the almsgiving such as *the seventh, fortieth, one hundredth day and the first year after the funeral* will be held.

Namaz – a large ceremony was held on the day of burial and funeral.

Janaza – Surahs of the Qur'an, which are recited at the time of taking the body of a dead person for burial. According to Islam, in order for the soul of a deceased person to go to «paradise», it is

necessary to recite janaza before his burial. Therefore, the funeral is performed before the corpse is taken to the cemetery. Janaza ethnographism is derived from the Arabic verb janaza, which means «the prayer for the burial of the dead was performed, buried»[2:121]. A large crowd gathered, *Kamymbet, your funeral prayer is performed*, in this line of this poem it is meant that the janaza prayer was performed.

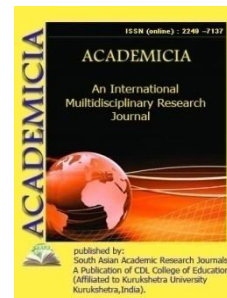
Piishembilik beriu – it is a tradition to go to the grave every Thursday of the week until the fortieth of the deceased, to recite the Qur'an at the grave and at home, and to give alms.

CONCLUSION

As in other Turkic peoples, the Kazakhs of Karakalpakstan perform the funeral rites in accordance with Islamic rituals, while preserving their old appearance. Such traditions are a combination of expectations, which are initially based on animistic notions. It kept the some traditions such as the seventh, the fortieth, the hundredth day, the year and many other customs associated with the deceased. We see that the majority of ethnographies used in the Kazakh language of Karakalpakstan in connection with the burial tradition are from Arabic and Persian, as they are related to religion.

REFERENCES:

1. Zhumazhanov K. Tortkulbaeva T. The heritage of Kazakh poets and poetesses in Karakalpakstan. -Almaty: Tradition, 2017. -P.48, -P.144.
2. Rakhmatullaev Sh. Etymological Dictionary of the Uzbek Language. -T.II.-Tashkent: University, 2003.-B. 239.
3. Literary artifacts: Mahmut Kashkari. Turkish dictionary. 20 volumes. -T.IV.-Almaty: Taimas, 2007. -B. 421.
4. Kononov A.N. The grammar of the language of the Turkic runic monuments of the 7th-9th centuries. -L.: Science, 1980. -S. 114.
5. Zhanpeisov E. Ethnocultural vocabulary of the Kazakh language -Alma-Ata: Science. 1989, -S. 66-68.
6. Explanatory dictionary of the Kazakh language. -TI-Almaty: Science. 1974, -P.75; Explanatory dictionary of the Karakalpak language. TI Nökis: Karakalpakstan. 1982, -P.31
7. Explanatory dictionary of the Karakalpak language. T.IV. -Nukis: Karakalpakstan, 1992. -B. 231.
8. Explanatory dictionary of the Kazakh language. T.II. -Almaty: Academy of Sciences of the Kazakh SSR, 1961.-P.290.
9. Snegarev G.P. The Mazdean tradition in the funeral rite of the peoples of Central Asia // XXV International Congress of Orientalists. -M., 1960. -S. 60.



DOI: 10.5958/2249-7137.2021.01800.0

RELIGIOUS-ENLIGHTENMENT INTERPRETATION IN LYRICS

Gulnoz Ernazarova*

*Doctor of Philological Sciences,
Deputy Director of the Kashkadarya,
Regional Center for Retraining and Advanced Training Teachers of Public Education,
UZBEKISTAN

ABSTRACT

The article deals with the events in the history of Islam in the expression of a religious theme, the exemplary lifestyle of the scholars who lived a mystical life. The characteristic of such a tyrant is the virtue of a Muslim. In fact, if you live by the tenets of Islam, "let your whole life become a prayer," "And this opportunity to be conscious is also a prayer." This was not allowed by the politics of the time, the ideological policy of fiction. After all, the dominant ideological principles of fiction set the requirements for the creators of the time very different, that is, far from religion. The development of Uzbek literature, inspired by and influenced by Islamic philosophy and Islamic teachings, has now become an officially recognized fact. For this reason, large and small scientific works on this subject began to appear. Obedience, true servitude, devotion, turning life into a garden of enlightenment, acquiring knowledge, mastering art, learning to recite - all of these are related to prayer. In fact, if you live by the tenets of Islam, "let your whole life become a prayer," "And this opportunity to be conscious is also a prayer."

KEYWORD: *Spiritual Freedom, Religion, Mysticism, Enlightenment, Wisdom, Meditation, Classical Poetry, Prayer.*

INTRODUCTION

By the time of independence, Uzbek poetry has undergone a renewal, a change in its poetic content. The poets expressed in a poetic way the religious feelings which they had not been able to express for a long time which had remained in their hearts. A wonderful blessing like independence gave poets spiritual freedom and great literary opportunities.

In fact, in the history of Uzbek literature, in classical poetry, there are deep philosophical analyzes and descriptions of the religious and enlightenment theme. The harmonious aspects of

lyricism with religion and mysticism, enlightenment and wisdom are clearly seen in the wisdom of Ahmad Yassavi, in the lyrical heritage of Alisher Navoi, in the ghazals of poets such as Mashrab, Huvaydo, Hazini. It is well known that a great deal of research has been done on the literary heritage of these poets in connection with religious philosophy and mysticism¹.

Although Soviet-era Uzbek poetry had many facets of meditative lyricism and long-lived poetic masterpieces, it was neither possible nor possible to write religious-enlightenment, religious-mystical poems. This was not allowed by the politics of the time, the ideological policy of fiction. After all, the dominant ideological principles of fiction set the requirements for the creators of the time very different, that is, far from religion. The paths were closed for the artistic expression of the serpent-related concepts of faith. On the contrary, poems written in an atheistic spirit were promoted, supported, and resounded loudly in the pulpits. Under such conditions, the classical traditions, the artistic expression of the mystical sects that reflect the perfection of man, almost disappeared from memory.

However, the glory of independence provided modern themes for Uzbek poetry, renewed Uzbek lyrics. The tradition of the distant past has been renewed. From this point of view, religious themes began to be added to the agenda in fiction. The Hero of Uzbekistan, the great literary scholar Ozod Sharafiddinov, while paying serious attention to this issue in his time, puts forward the following remarkable ideas in his article "Religious Sounds in Literature": "During the years of independence, there has been a sharp shift in the relationship between literature and Islam. The development of Uzbek literature, inspired by and influenced by Islamic philosophy and Islamic teachings, has now become an officially recognized fact. For this reason, large and small scientific works on this subject began to appear.

They not only show the antiquity and scale of the relationship between religion and literature, but also help to identify what needs to be done in this area". Emphasizing that the genesis of religious issues goes back a long way, the literary critic emphasizes the need for talent in the artistic expression of this subject: "The fact is that any work of art requires a great deal of knowledge, high thinking, real discoveries. Every author has to work selflessly on his work, to sharpen his talent, in order to win the hearts of readers"². The demand of the master literary critic is very reasonable. Because any subject in fiction, no matter what genre it is, must always be in the hearts of students, to stir their emotions. In particular, when Uzbek writers and poets include religious themes in fiction, they should have a great knowledge of the subject, know the history of religions and, most importantly, their writings should be deeply rooted in the hearts of modern poetry lovers.

In this regard, during the years of independence, the number of poems written by poets who visited the holy city of Makkah Mukarramah and performed the rituals of Hajj has increased. In the works of poets who recited the Qur'an or the hadiths of the Prophet (saas), a page was opened. People's Poet of Uzbekistan Abdulla Aripov led the caravan on this road as well. The series of the poet's "Book of Hajj" has appeared. Drawing attention to the general content of this series, as well as "the harmony of prayer and secular vigilance in poetry", literary critic T. Shermurodov writes: has a leading position in prayer poetry"³. The Quartet of Poets acquired a religious content, and the wisdom in them acquired a universal pathos. In previous chapters, the meditative aspects of the concept of path have been illuminated with poetic examples. A. Aripov addresses this concept both symbolically and in its own sense. He writes in a quartet:

"You probably get tired of walking around this city,
 But you are kind to Allah.
 You found Mecca lost,
 If you get lost again, where will you go?"⁴

The traveler passes through different cities and villages. The goal is Mecca, and if the goal is Hajj, it will surely reach it. It is natural that they get lost along the way. But there is no other way for a passenger to reach Mecca. The reason is that everyone goes to this sacred abode to beg, plead, be free from sins. The poet emphasizes that it is impossible to get lost after this. It would be appropriate to connect the hadiths of the Prophet (saas) in the years of independence with the work of A. Aripov. The poet's creative heritage is dominated by meditative poems that describe the world and its condition, a happy life and various sufferings, happiness and unhappiness, regret and destiny. For example, in the poem "Listening to the prayer" it is natural that both the poet and the reader think deeply and immerse themselves in the ocean of thought. In fact, the very title of this poem is related to religious concepts. Translated from the Arabic language, the word "supplication", which means "supplication, supplication", also means to turn directly to the Creator.

Худди шунга мос равишда “Муножот” сарлавҳаси билан Мирзо Кенжабек ҳам шеър ёзган бўлиб, жумладан, унда қуйидаги бандлар бор:

"I am just happy to be free. In the middle of the night I am dark night,
 Who do I ask for enlightenment in my dark heart?
 I am the soil, I am the sky - I am the whole world myself,
 Who do I ask for other worlds than myself?"⁵

At the same time, social problems are combined with the "I" of the poet. In literature, theoretically, such harmonies are also directly explained by the phenomenon of meditation. This poem of the poet was written on the eve of independence. During the years of independence, a new page was opened in the works of MirzoKenjabek, and religious motives were strengthened in his poems. The prayers of his lyrical protagonists have risen to a higher level. The lyrical protagonist naturally took on the appearance of remembering and reminding Allah. In this regard, the poet's poem "Prayer" is very important. In fact, in the process of prayer, the burden of the Creator, the question of needs, man is interrupted in this world and imagines himself in another world. This state is associated with the state of truthfulness of worship, khushu 'and khuzu'. It is in the process of prayer that a person's whole body and spirituality becomes filled with a meditative mood.

“What is worship? Obedience to the Creator is also prayer,
 True devotion and devotion are also prayers.
 It is a prayer, a garden of enlightenment if you live,
 Hard work, science, art, and recitation are also prayers.

The heart of your mother and father will pass through the circumambulation of the Ka'bah,
 If you make them happy, this service is also a prayer”.

At the beginning of his poem, the poet asks questions such as "what is prayer" and "what is meant by prayer" and gives very appropriate and natural answers. Obedience, true servitude, devotion, turning life into a garden of enlightenment, acquiring knowledge, mastering art, learning to recite - all of these are related to prayer. The most important thing is to get the consent of the parents, they should be happy. This is also actually a prayer.

The poet gives prayer as broad a meaning as possible. The poet prefers to present the meanings of this, as a result of reading and studying, in the form of a poetic interpretation of the concepts that appear in the hadiths. For this reason, visiting a patient, dealing with relatives, and helping a stranger are also considered prayers. It is known that fasting is one of the five pillars of Islam. Therefore, fasting by a Muslim is a prayer. Cleanliness is important for prayer. Therefore, M. Kenjabek emphasizes the purity of the tongue, the purity of the body. "If you sleep soundly, that pleasure is also prayer." Whether the trade is built on honesty or the farmer's crop - these are also explained by the poet as a very natural connection directly to the state of worship. Then comes the central verses of the poem, the most culminating:

"This is a prayer, if you tell the truth to a tyrant,
And if you remain silent to the ignorant, silence is also a prayer.
If you have fun with your partner honestly,
The sky is a witness, the angel is now, and this conversation is a prayer".

Poets of all times have drawn attention to the power of the word of truth. Poets are characterized by courage and bravery. The characteristic of such a tyrant is the virtue of a Muslim. In fact, if you live by the tenets of Islam, "let your whole life become a prayer," "And this opportunity to be conscious is also a prayer." Covering all the aspects necessary for human life, the poet writes that for the life of a person who is reaching such perfection, in fact, "the basis is faith and sincerity." Such belief and enslavement to the Creator is the essence of the entire servant who realizes that he is himself that he will come to this world. M. Kenjabek's poem "Prayer", written in the religious-enlightenment direction during the years of independence, is one of the best examples of metaphorical lyricism in terms of encouraging people to think about the world, life, the pain of the hereafter, the meaning of life.

Man's religious deeds are sometimes enticing and enticing in his efforts to improve his psyche. Man experiences insights, priceless beautiful feelings. When confronted with proverbs that lead people on the right path, good poets put them into poetry. The phenomenon of poeticization of hadiths is also an important feature of the poetry of the years of independence. In fact, this case is known in classical poetry by the term "Arba'in". ShukurQurban, who wrote the hadiths, called his forty-four "Arba'in" in the tradition of classical poets.

"Every moment has its rewards and sins,
The meaning of this word is clear to believers.
Fear the curse of the oppressed,
There is no barrier between Allah and the oppressed.

Literary critic T.Shermurodov writes about such quatrains that ShukurQurban wrote in his poem:

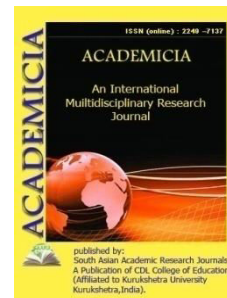
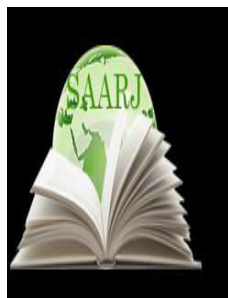
Poems of religious and enlightenment content reflect a unique human life - a way of life. Such a "path" is, of course, connected in essence with the phenomenon of meditation.

From this point of view, the poems of the talented poet AzamOktam are important. The poems in the poet's books, such as "Taraddud", "The Fortieth Spring", "The Happiness of Two Worlds", are considered to be poetic interpretations of human religious concepts. At the same time, in modern Uzbek poetry, the poetic traditions of the distant past have survived. There is a phenomenon of putting hadiths into poetry. In their poems, the poets interpreted the religious theme with knowledge.

It should be noted that in fact, world literature is not separated from the religious-enlightenment theme, only the national literature was not allowed in the former Soviet Union, but in the years of independence it was revived and very good examples of religious-enlightenment poems appeared.

REFERENCES

1. Komilov N., Hakkul I., Rafiddinov S., Jurabov O. and published research, pamphlets, and monographs by other scholars.
2. Кенжабек М. Spring years. Ghafur Ghulam NMIU, 1991. - B. 67.
3. Орипов А. Selected works. 2 years. Ghafur Ghulam NMAIU, T.: 2001. - B. 192.
4. Шарафиддинов О. Happiness to understand creativity. Sharq, - T.: 2004. - B. 181.
5. Шермуродов Т. Attractive expression. National Library of Uzbekistan named after Alisher Navoi, - T.: 2009. - B. 33.



DOI: **10.5958/2249-7137.2021.01801.2**

IMPROVING THE METHOD OF DELIVERY OF CONSTRUCTION CARGO IN AUTOTRANSPORT

Kuziev A.U*; Muratov A.X**

*Associate Professor,
Candidate of Technical Sciences,
Termez State University, UZBEKISTAN

**Termez State University,
UZBEKISTAN

ABSTRACT

The investigation of the construction cargo being delivered in cities indicate that each shipper carries out transportation on the basis of his own interests, not taking into consideration the interests of other shippers, especially the population in the service area. This leads to excessive use of vehicles and, accordingly, an increase in the price of products and services, as well as a harmful effect on the environment in the form of toxic gases, noise, a decrease in the ability to pass the road, etc. The article analyzes the results of working indicators of motor vehicles on centralized and decentralized methods of delivering construction cargo to the address in cities.

KEYWORDS: *Automobile, Construction Cargo Transportation, Independent Transportation, Centralized Transportation, Decentralized Transportation, Road Utilization Factor, Total Mileage, Efficiency, Increase-Decrease, Lost Time, Cost.*

INTRODUCTION

In cities, construction loads are delivered in a radial direction from the production facilities or facilities warehouses (reinforced concrete, brick factories and warehouses) to the warehouses of construction facilities and other places (intermediate warehouses, etc.) that need materials. Thus each reinforced concrete or brick plant or warehouse is the central connecting link in freight transportation.

The traditional model-based approach can no longer adequately cover the efficient assimilation of load flows in a rapidly changing world. Most of the models used to explain and predict freight demand in the past do not pay enough attention to structural, organizational changes.

A number of important global developments taking place today have a significant impact on freight traffic, which means that freight optimization is of paramount importance [1, pp. 97-101].

LITERATURE REVIEW

Increasing freight traffic in cities poses many challenges in terms of sustainability: noise, CO₂, environment (ecology), transportation costs (economic), and the risk of accidents (social), among others [2, pp. 150-159].

Transportation of construction loads has not yet been sufficiently studied and there is no complete methodology for the analysis and planning of regional issues in this area [3, p. 560].

Until the 90s of the twentieth century, two different forms of organization of construction freight flows were used: centralized and decentralized [3, p. 560; 4, p. 304]. Mathematical methods and software systems based on them, as well as automated systems of rapid planning and others are used in the calculation of public transport plans [5, p. 237; 6, p. 23; 7, p. 577] in mix and concrete [8, p. 237], building materials and products, reinforced concrete products and bricks [9, p. 233].

RESEARCH METHODOLOGY

In the course of the research, scientific methods - economic mathematical methods, experimental research, generalization, grouping, logical and comparative methods of analysis, comparative analysis, statistical analysis and other methods were used to deliver construction loads to consumers in urban conditions.

ANALYSIS AND DISCUSSION OF RESULTS

The main indicators of the ATC plan are: traffic volume in tons, freight turnover in tons per kilometer and gross income in soums. In such circumstances, “truckers are not interested in reducing the distance of transportation, timely delivery of goods to the warehouses of the facility, and builders are not interested in the rational use of vehicles” [10, p. 214]. As a result, costs increase and are added to the cost of construction, which falls on the “shoulders” of consumers.

In present-day conditions, the move to a market economy has driven to a encourage disproportion of the interests of the transport process participants. Builders have centered on performing construction projects at the lowest cost whereas guaranteeing commissioning times, whereas carriers have favored to have a most extreme car hour, as there has been a far-reaching extra minutes pay in later a long time [11, pp. 4-7]. Cargo producers are inquisitive about offering the most extreme amount of materials produced.

The authors of the article are “Fabullostroysevis” brick factory, “Innovative reinforced concrete service” LLC, “Muzrobod Sheben Plant” LLC, “Avtoklass” LLC and other enterprises producing construction materials within the company “SurkhanSanoatQurilish”. As a result of monitoring the practice of transportation through the trucking company LLC [12, pp. 43-149] confirmed the following conclusions:

“... the planning and organization of vehicles is, in most cases, based on intuition (inner feeling), down to earth considerations and work encounter; holding up circumstances for vehicles at stacking and emptying focuses and stacking operations, which do not guarantee the security of cargo; utilize of under-loaded or over-burden vehicles, wasteful utilize of vehicles in a timely

way, infringement of cargo transportation demands or requesting over-burden vehicles, etc. In expansion, the study [13, pp. 198-204; 14, pp. 116-120] appeared that the supply of strengthened concrete items and other development materials was significantly sitting out of gear at stacking and emptying focuses for organizational and specialized reasons as a shortcoming within the organization of the transport prepare; usually 80% of the working time.

We analyze the methods of organizing the work of cars in the centralized and decentralized transportation of cargo flows of shippers LLC “Fabullostroyservis” LLC, “Muzrobod Sheben Plant” LLC, “Avtoklass” LLC, part of the Surkhan Industrial Construction Company.

Require multiple consignors to transport different construction loads to a set of multiple consignees. The distances between the consignor and the consignee are known to each consignee's need for cargo.

Cars were ordered, in this example a shift of $T_{ish} = 8$ hours. The vehicles and some initial data to solve the problem are given in Table 1.

TABLE 1 VEHICLES AND SOME PRELIMINARY INFORMATION

Vehicle name (type)	Load carrying capacity q_n , t.	Vehicle operating time T_{ish} , hour	The cost of 1 hour's salary is X_{ish} soums/hour	The loading and unloading norm of one flight time is t_{o-l} hours	The average technical speed of movement is V_{tex} km/h
1	2	3	4	5	6
HOWO	25,0	8	209000	0.22	36

Note: according to the terms of the sample, fine sand is delivered from the Avtoklass plant, gravel, crushed stone and sand from the Muzrobod Sheben Plant LLC.

The planned cargo capacity is $Q_{kun} = 1500$ tons, while the HOWO car will have a planned capacity of $Z_q = 60$ units.

The load flow diagram is shown in Figure 1.

Strategy 1 “Independent removal”. In this case, the consignees are organized independently within the case of irrelevant transport operations, in which case the products are transported free of the consignor. The demand for motor transport is determined by the consignor freely for each order.

One of the possible variants of the order and the demand for the number of vehicles is given in Table 2, in which the HOWO vehicle was used for each order.

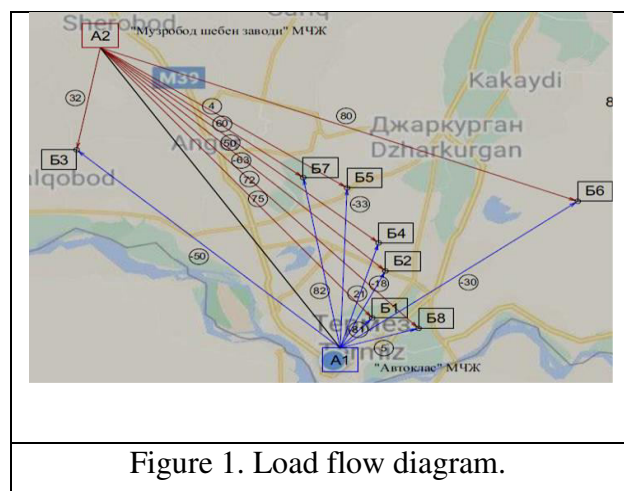


Figure 1. Load flow diagram.

TABLE 2 ORDER AND DEMAND FOR THE NUMBER OF VEHICLES

Carrying capacity, t	B1	B2	B3	B4	B5	B6	B7	B8
A1	250	200			100	200		
A2			200	200			300	50
Number of trips	10	8	8	8	4	8	12	2
Average technical speed of movement, km/h	24	24	24	36	36	36	36	42
Freight distance, km	8	18	22	60	33	50	40	82
Note: -A1, A2 – consignor's symbols (according to "Avtoklass" LLC, "Muzrobod Sheben Plant" LLC); B1 ... B8 - consignee symbols								

One of the possible choices for the use of cars is the "Independent pick-up" calculation, according to which the final flight of cars 11, 17 will not be completed, as emptying at points B3 and B7 is beyond the scope of work of the consignee.

Procedure for adjusting cars at the place of loading: first arrived - first served. In "Independent pick-up" all vehicles arrive at the stacking points at 8:00 am, planned for the start of work, and they are overhauled (stacked) within the order of entry. Amid lunch (12:00 to 13:00) not all pick-up points are open. The work of the loading points will end at the same time (17:00).

The results of the operation of the vehicles in the "Independent pick-up" are decided specifically in agreement with the plan and are given in Table 3.

TABLE 3 RESULTS OF WORK OF CARS IN "INDEPENDENT PICK-UP"

№Automobile number	Running time on the route, hours	Waiting time, hours (loss, thousand soums)		Remaining unused time, hours (loss, thousand soums)		Total distance covered, km	The volume of work done by cars, t	Amount of unloaded cargo, t
		hour	thousand soums	hour	thousand soums			
1	2	3	4	5	6	7	8	9
1	8,0	0	0	0	0	144	225	0
2	6,95	0,3	62,7	0,75	156,7	144	100	0
3	7,33	0,4	83,6	0,67	139,7	144	100	0
4	6,2	0,4	83,6	1,4	292,6	198	75	0
5	6,0	0,5	104,5	1,5	313,5	200	50	0
6	6,0	0,67	140,0	1,33	297,97	200	50	0
7	6,0	0,85	177,6	1,15	240,3	200	50	0
8	6,0	1,0	209,0	1,0	209,0	200	50	0
9	3,65	1,13	234,0	3,22	670,3	82	50	0
10	8,0	0	0	0	0	176	100	0
11	6,05	0,13	27,17	1,82	380,38	132	75	25
12	7,11	0,27	56,43	0,6	125,4	240	50	0
13	7,0	0,53	110,77	0,47	98,23	240	50	0

14	7,0	0,8	167,2	0,2	41,8	240	50	0
15	7,1	0,9	188,1	0	0	240	50	0
16	7,1	0,9	188,1	0	0	240	75	0
17	4,9	1,03	215,27	2,07	432,63	160	50	25
18	4,86	1,17	244,53	1,96	409,64	160	50	0
19	4,57	1,6	334,4	1,83	382,47	160	50	0
20	4,1	1,43	298,87	2,47	516,23	164	50	0
21	4,1	1,56	326,04	2,34	489,06	164	50	0
22	4,21	2,06	430,54	1,73	361,57	160	50	0
Total	132,23	17,63	3684,67	26,51	5540,59	3988	1450	50

The misfortunes within the table over (columns 3-6) mean that the car has been running for less time than it was paid for.

We consider conceivable strategies of centralized transportation of merchandise [4, p. 304]. The following methods of organization can be:

Strategy 2 Shipping is centralized according to a partitioned shipping strategy for each shipper [15, p. 246; 16, p. 480].

In accordance with the rules for deciding the demand for the number of vehicles [15, p. 246; 16, p. 480], the performance of cars and freight focuses was calculated and given in Table 4, for which time the vehicle is worked. Unused working hours of vehicles depend on the occupancy of emptying equipment at loading points amid the working day.

**TABLE 4 RESULTS OF THE WORK OF VEHICLES OPERATED BY THE SHIPPERS
WITH A CENTRALIZED FREIGHT METHOD**

№Automobile number	Running time on the route, hours	Waiting time, hours (loss, thousand soums)		Remaining unused time, hours (loss, thousand soums)		Total distance covered, km	The volume of work done by cars, t	Amount of unloaded cargo, t
		hour	thousand soums	hour	thousand soums			
1	2	3	4	5	6	7	8	9
1	8,0	0	0	0	0	144	225	0
2	6,13	0	0	1,0	209,0	216	75	0
3	6,93	0	0	0,8	167,2	144	100	0
4	6,93	0	0	0,67	140,03	144	100	0
5	7,1	0,116	24,38	0,25	52,25	232	75	0
6	7,1	0,05	10,45	0,15	31,35	232	75	0
7	6,0	0,33	68,97	0,87	181,83	200	50	0
8	6,0	0,33	68,97	0,74	154,66	200	50	0
9	8,0	0	0	0	0	244	75	0
10	7,65	0	0	0,83	173,42	284	50	0

11	7,62	0,117	24,38	0	0	284	50	0
12	6,95	0	0	0,65	135,85	204	75	0
13	6,53	0,117	24,38	0,823	171,38	208	75	0
14	7,33	0	0	0	0	240	75	0
15	6,93	0	0	0,27	55,73	204	75	0
16	6,57	0,53	111,4	0,5	104,5	200	50	0
17	5,98	0	0	0,95	198,55	200	50	0
18	5,98	0	0	0,82	170,68	200	50	0
19	6,53	0	0	0,133	27,86	168	75	0
20	6,27	0	0	0,27	55,73	164	50	0
Total	136,53	1,59	332,45	9,72	2031,48	4112	1500	0

The losses in the table above (columns 3-6) mean that the car has been running for less time than it was paid for.

We consider possible methods of centralized transportation of merchandise [4, p. 304]. The taking after methods of organization can be:

Method 2 Shipping is centralized concurring to a separate **shipping method** for each shipper [15, p. 246; 16, p. 480].

In accordance with the rules for deciding the request for the number of vehicles [15, p. 246; 16, p. 480], the execution of cars and freight focuses was calculated and given in Table 4, for which time the vehicle is operated. Unused working hours of vehicles depend on the inhabitance of emptying hardware at stacking points amid the working day.

TABLE 4 RESULTS OF THE WORK OF VEHICLES OPERATED BY THE SHIPPERS WITH A CENTRALIZED FREIGHT METHOD

№Automobile number	Running time on the route, hours	Waiting time, hours (loss, thousand soums)		Remaining unused time, hours (loss, thousand soums)		Total distance covered, km	The volume of work done by cars, t	Amount of unloaded cargo, t
		hour	thousand soums	hour	thousand soums			
1	2	3	4	5	6	7	8	9
1	8,0	0	0	0	0	144	225	0
2	6,13	0	0	1,0	209,0	216	75	0
3	6,93	0	0	0,8	167,2	144	100	0
4	6,93	0	0	0,67	140,03	144	100	0
5	7,1	0,116	24,38	0,25	52,25	232	75	0
6	7,1	0,05	10,45	0,15	31,35	232	75	0
7	6,0	0,33	68,97	0,87	181,83	200	50	0
8	6,0	0,33	68,97	0,74	154,66	200	50	0
9	8,0	0	0	0	0	244	75	0

10	7,65	0	0	0,83	173,42	284	50	0
11	7,62	0,117	24,38	0	0	284	50	0
12	6,95	0	0	0,65	135,85	204	75	0
13	6,53	0,117	24,38	0,823	171,38	208	75	0
14	7,33	0	0	0	0	240	75	0
15	6,93	0	0	0,27	55,73	204	75	0
16	6,57	0,53	111,4	0,5	104,5	200	50	0
17	5,98	0	0	0,95	198,55	200	50	0
18	5,98	0	0	0,82	170,68	200	50	0
19	6,53	0	0	0,133	27,86	168	75	0
20	6,27	0	0	0,27	55,73	164	50	0
Total	136,53	1,59	332,45	9,72	2031,48	4112	1500	0

Strategy 3 Transportation is carried out centralized in the vehicle according to the classification [17, p. 480], i.e. according to the regional method of centralization [4, p. 304]. This method allows you to use scientific strategies within the effective organization of cargo. As a result of tackling the given issue, the possible execution indicators for vehicles were calculated (Table 5).

TABLE 5 THE RESULTS OF THE WORK OF CARS IN THE REGIONAL METHOD OF CENTRALIZED TRANSPORTATION

№Automobile number	Running time on the route, hours	Waiting time, hours (loss, thousand soums)		Remaining unused time, hours (loss, thousand soums)		Total distance covered, km	The volume of work done by cars, t	Amount of unloaded cargo, t
		hour	thousand soums	hour	thousand soums			
1	2	3	4	5	6	7	8	9
1	8.0	0	0	0	0	243	100	0
2	7.73	0	0	0.13	27.86	160	125	0
3	7.73	0	0	0	0	160	125	0
4	7.33	0	0	0.26	55.73	227	75	0
5	7.33	0	0	0.13	27.86	227	75	0
6	7.33	0	0	0	0	227	75	0
7	6.9	0	0	0.3	62.7	216	75	0
8	6.93	0	0	0.13	27.86	227	75	0
9	6.93	0	0	0	0	227	75	
10	7.3	0	0	0.7	146.3	204	75	0
11	7.6	0	0	0.4	83.6	242	75	0
12	7.46	0	0	0.27	56.43	242	75	0
13	7.33	0	0	0.13	27.17	242	75	0
14	7.33	0	0	0	0	242	75	0
15	6.6	0.1	20.9	0.5	104.5	168	75	0
16	6.53	0.1	20.9	0.33	68.97	168	75	0
17	6.52	0.17	35.53	0.25	52.25	168	75	0

18	6.53	0.17	35.53	0.1	20.9	168	75	0
19	4.92	0	0	1.75	365.75	160	50	0
Жами	127	0.54	112.86	5.25	1097.25	3918	1525	0

The total results for the above 3 options of transportation organization are given in Table 6, and the unused time lost was 26.51 hours for method 1, 9.72 hours for method 2 and 5.25 hours for method 3.

TABLE 6 GENERAL RESULTS ON ALL OPTIONS OF ORGANIZATION OF TRANSPORTATION

Management methods	Number of transport components	Total time, hours				Printed distance, km			β in a semen	Amount of unloaded cargo, t
		Running time on the route	Working hours in Naryad	Lost time on hold	Time lost without use	routes	Zero travel distance	General		
1	22	132,23	176	17,63	26,51	3988	44	4032	0,496	50
2	20	136,55	147,86	1,59	9,72	4112	40	4152	0,495	0
3	19	127	132.79	0.54	5.25	3918	40	3958	0.565	0

A comparison of costs for all options for the organization of transportation is given in Table 7.

TABLE 7 RESULTS OF COST COMPARISON BY METHODS OF TRANSPORT ORGANIZATION

№ method	Number of transport components	%	Working hours for paid transportation,	Total cost		Lost time on hold		Time lost without use		Total losses	
				thousand soums	%	thousand soums	%	thousand soums	%	thousand soums	%
1	2	3	4	5	6	7	8	9	10	11	12
1	22	100	176,0	36784	100	3684,67	10,02	5540,59	15,06	9225,26	25,08
2	20	91	147,86	30902,74	100	332,45	1,08	2031,48	6,57	2363,93	7,65
3	19	86	127.0	26543.0	100	112.86	0.43	1097.25	4.13	1210.11	4.56

The information in columns 2 and 4 of Table 7 is taken from Tables 3-5. The values of column 5 are inferred from the time paid for the operation of the vehicle (column 4) and the hourly fetched of operation of the vehicle (Table 1). The values of columns 7 and 9 were obtained based on Tables 1 and 3-5.

CONCLUSION

The cost of holding up time and unused time for the above 3 choices of organization of transportation is given in Table 7, 9225.28 thousand soums for method 1, 2363.93 thousand

soums for strategy 2 and 1210.11 for strategy 3. thousand soums. That's , it permitted to diminish the cost of holding up time and unused time by 87%.

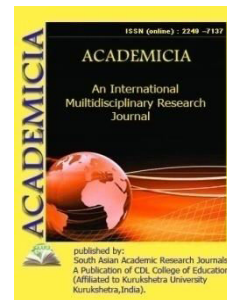
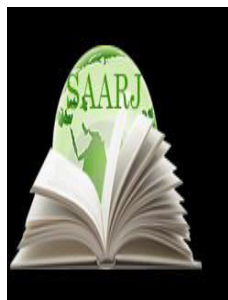
Moreover based on the investigation of the results of calculations on the over two strategies of centralized transportation in the process of delivery of a given volume (tons) of cargo stream in one move (hour) to the goal; Losses amid loading and emptying decreased by 219.59 thousand soums, or 66%. This, in turn, will reduce the harm from unused time by a total of 934 thousand soums, or 46%.

REFERENCES

1. Hilde Meersman, Eddy Van de Voorde (2019). Freight transport models: Ready to support transport policy of the future? Transport Policy. Volume 83, November 2019, Pages 97-101 <https://doi.org/10.1016/j.tranpol.2019.01.014>
2. MajaKiba-Janiak. EU cities' potentials for formulation and implementation of sustainable urban freight transport strategic plans. Transportation Research Procedia Volume 39, 2019, Pages 150-159 <https://doi.org/10.1016/j.trpro.2019.06.017>
3. Velmojin A.V. (2007) Freight road transport: Textbook for universities / A.V. Velmozhin, V.A. Gudkov, L.B. Mirotn, A.V. Kulikov; 2nd ed., Stereotype. - M.: Hotline – Telecom. – p. 560.
4. Gorev A.E. (2013) Freight road transport: textbook. Manual for students of higher education institutions. Andrey EdlievichGorev. 6th ed., Rev. – Moscow. PublishingCenter “Academy”. – p. 304.
5. D.I. Zarudnev. (2005) Methodology for the selection of vehicles for the transport of goods: Diss. Candidate of Technical Sciences: 05.22.10: Omsk. – p. 237.
6. Kovalev I.A. (2007) Automation of the process of managing the transportation of bulk goods by ring routes: abstract of Ph.D. Diss.Candidate of Technical Sciences: 05.22.08: Ekaterinburg. – p. 23.
7. ButaevSh.A., Sidiknazarov K.M., Murodov A.S., Koziev A.O. (2012). Logistics (flow management in the supply chain). – Tashkent: “Extreme Press”. – p. 577.
8. Yu.P. Egorov et al. (1973) The use of computers in the planning of road transport. Yu.P. Egorov and others; State scientific. Institute of Motor Transport - Research Institute of Motor Transport: Publishing House “Transport”. – p. 46
9. Voitinkov S.S. (2011) Improving the operational planning of cargo transportation by truck in cities. Dissertation for the degree of candidate of technical sciences. Irkutsk. – p. 233.
10. Zhavoronkov B.P. (2001) Logistics in construction: textbook. allowance / E.P. Zhavoronkov. - 3rd ed., Rev. and add. - Novosibirsk: SGUPS Publishing House. – p. 214
11. Pushchin V.A. (2008) Advanced transport infrastructure is of strategic importance // Journal “Automotive Enterprise”. - №1. – pp. 4-7.
12. A.U. Kuziev.,A.Kh. Muratov. Application Of Logistical Principles In The Development Of Directions In The Region. The American Journal of Engineering and Technology (ISSN –

2689-0984). Volume-03 Issue-05. May 31, 2021 |143-149 **Doi:**
<https://doi.org/10.37547/tajet/Volume03Issue05-20>

13. Kuziev A.O., Muratov A.X. Improving logistics performance in the transportation of construction cargo. Scientific electronic journal “Logistics and Economics”. ISSN 2181-2128. 2021. – pp. 198-204. http://economyjournal.uz/maqola/Maqolalar_2021_3_soni.pdf (
14. Kuziev A.U., Muratov A.Kh. Development and effective use of regional multimodal transport networks. Transport in the integration processes of the world economy. Materials of the International Scientific and Practical Online Conference (Gomel, April 24, 2020) https://www.bsut.by/images/MainMenuFiles/NauchnyeIssledovaniya/Konferencii/materialy/2020/transport_feht_2020.pdf (
15. Mochalin S.M. (2003) Scientific basis for improving the theory of freight road transport on radial routes: Monograph / CM. Mochalin; Omsk: Publishinghouse “Variant-Siberia”. – p. 246.
16. Nikolin V.I. (1986) Classification of cargo delivery systems / V.I. Nikolin. Siberian Automobile and Highway University. – Omsk. – p. 12.
17. Nikolin V.I. (2004) Freight road transportation: Monograph / V.I. Nikolin, E.E. Vitvitsky, SM. Mochalin. - Omsk: Publishing house “Variant-Siberia”. – p. 480.



DOI: 10.5958/2249-7137.2021.01802.4

DEVELOPING STUDENTS READING SKILLS IN TEACHING ENGLISH IN SCHOOL EDUCATION

Mohlaroyim Rustambek qizi Madaminova*

*Student,
English Faculty, Namangan state University,
UZBEKISTAN

ABSTRACT

This article discusses that reading is one of the types of speech activities, the role and place of teaching reading in foreign language teaching in high school, the psychophysiological nature of reading, types of reading and demand for reading in high school. The level of reading skills is measured by the student's use of reading in a foreign language as a type of speaking activity; this is due to the goal set by the reader during the reading. Therefore, it is necessary to study only some elements of this type of high school education. For example: such as determining the subject of a text. It is necessary to browse 1-1.5 pages per minute. Fulfilment of these reading requirements will allow you to apply the acquired reading skills in practice. One of the issues that has caused controversy in error correction is the question. Should the teacher correct the student's error after he or she has read the text, or at the time the error was made? In this case, both ways are correct (to be explained).

KEYWORDS: *Reading Skills, The Alphabet Analytical Reading, Synthetic Types, Without Translation Reading, Translation Reading.*

INTRODUCTION

What is the first thing a child is taught when they come to school? Of course, the alphabet. then reading and writing. Teaching any foreign language starts with the same thing. Is it possible to speak English without mastering literacy? Yes, if you freely immerse yourself in the language environment. But even with ideal conditions like living in English -speaking country, you will feel like a child in the circle of adults. Not only living in an English -speaking country, but also travelling around the world is not easy without knowing English will. Even at the airport, navigation is much easier for those who know how to read English.

So, it is clear that in order to master the language, you must learn to read. Any foreign course is structured in such a way that in the first lessons you learn the alphabet and pronunciation. In the early stages, of course, you will have to work hard to remember how to read some letters. But by mastering English in the first lessons, you can easily pronounce any text, even a text filled with unfamiliar words.

Theoretical Basis

We need to identify the role of reading in the information and development of reading skills in a foreign language and its place in the learning process. It is known that there are 2 functions of reading in foreign language teaching:

1. Reading is the goal in foreign language teaching.

2. Reading is a means of teaching a foreign language, consider the first function. One of the practical goals is to develop reading skills in foreign language teaching in high school. The level of reading skills is measured by the student's use of reading in a foreign language as a type of speaking activity; this is due to the goal set by the reader during the reading. Accordingly, the situation in the reading process may vary. Reading for information from the text; Along with receiving information from the text, it is also transmitted to another person (reader); In this case, it is recommended to read aloud in the second case, if you are taught to read silently. It is necessary to teach silent reading in high school, because reading aloud belongs to certain people in the field, such as teachers, actors. For many people, the main goal is to get information while reading. This requires the development of silent reading skills. When reading a text for information, the following 3 types of reading are distinguished:

A) Browse.

b) Careful reading.

c) Acquaintance (should be explained) it is intended to have an idea of the topic of the text (article, book) being read in paragraph "a", when reviewing. All you have to do is quickly read some paragraphs or some sentences in the introduction. In the "introductory" type of reading, the reader aims to know the exact content of the text, article, or book being read, and focuses all his attention on the basic (informational) information, so this type of reading sometimes covers the entire content. In the third type of reading that is when reading carefully, the student should be fully acquainted with the subject being understood from the text, critically analyze it, and apply the information in the future. This type of reading is close to slavery. If necessary, some parts of the text are re-read. The issue of reading speed has also of great importance in teaching reading, we will consider the requirements for it below.

1) "The level of comprehension of a text in an introductory reading type should include 70% of the key facts in that text. Comprehension of basic information should be clear, reading speed should be 180-190 words (per minute)

2) Comprehension of the content in type of "careful reading" should be 100%. Most importantly, it requires a complete understanding of the information in the text, article or book being read. Reading speed is secondary, but it should not be less than 50-60 words per minute.

3) In this type of "review" reading, the student is required to have a wide range of language material. Therefore, it is necessary to study only some elements of this type of high school

education. For example: such as determining the subject of a text. It is necessary to browse 1-1.5 pages per minute. Fulfilment of these reading requirements will allow you to apply the acquired reading skills in practice. It should be noted that teaching reading, that is, reading a foreign language, helps to achieve a practical goal (The book being read, the information in the text, in cultivating the student's worldview, etc)

Reading is a tool for teaching a foreign language. As reading is one of the types of speech activity, it can also be an effective tool of foreign language teaching. For example, it is scientifically based too hate language material is well preserved in memory when perceived through the senses of sight. That is why reading texts at a high level (grades 8-9-10) is one of the ways to increase students vocabulary. There are 2 types of recollection in the reading process,

1. Involuntary ("acquaintance ")

2. In "voluntary" attention, students attention is consciously focused on a specific task. For example: it focuses not only on the content, but also on the language units that express it. In the methodological literature, texts aimed at extensive (content only) and intensive (language material from the content) reading are selected. Reading a foreign language "helps to create a language experience. Reading also helps to develop oral speech. For example, silent and aloud reading involves all the analyzers involved in speaking. Reading aloud is especially important. For example: 1) it is a valuable exercise in developing pronunciation

2) It is a valuable exercise in developing speaking skills (Visual signals are converted into sound signals)

a) Analytical

b) Synthetic types

c) Without translation

D) Translation

Depending on the nature and level of assistance provided to students, reading with and without a dictionary differs. According to :1 . Types of reading in the classroom and at home

2. Reading according to the teacher 'so assignment. 3. Reading voluntarily. 4. Frontal reading (all read the same text. 5. Individual reading. Along reading is also used to check and check skills and competencies, In developing reading skills, the needs to know enough lexical and grammatical material. Suffice it to say that 70-80% of the language units in the text should be understandable to the reader When we talk about the content teaching reading, we need to consider the requirements for the texts selected for reading.

1) The ideological and educational value of the texts is necessary.

2) The educational value of texts. They provide accurate information about the life of the country and people where the language is studied. The texts selected for reading should be chosen taking into account the interests and age of the students.

Reading aloud should be present at all stages of reading. But it will decrease as you progress to a higher level. In the process of reading, comprehension of what is read should not only be completely clear, but also fast. Frequently it is necessary to check the reading speed of students. For example : once a month.

difficulties arising from teaching reading. There are 26 letters, 146 graphemes, 46 phonemes in English. The English alphabet is a challenge for Uzbek students. (Similar letters in English and Uzbek are different letters) A, V, S, D, N, O, R, X, U are present in both languages, but the reading is different. "How" students often read as [hau]. When a new letter is explained, it should also be compared with a similar letter in the native language. Knowing graphemes (reading this letter combination) is also important. [ou]-to-night ow [au]-oh-ture

The reading of vowels in the accented syllable also causes certain difficulties in the reading of the vowels before the letter "g" in the open syllable.

Digraph such as au, oo, ou, ow, consonants g, e, s, consonants, letter combinations such as th, sh, th, ng, ck, tion, ssion cause certain difficulties for students.

Some homonymous words that are the same in pronunciation but different in writing and meaning are also more difficult to teach to read. For example: tail -tale, too -two, write-right, eye -and etc. Lack of knowledge of grammatical structures hinders the development of reading skills.

For example: He was asked to help the old woman. There are 2 main types of reading: reading aloud.

There are 3 methods of teaching reading aloud:

1. The sound method (learning to read sounds -phonemes and loudness letters together).
2. Students are taught to form sentences by adding words to each other.
3. Sentences are taught to read. The combination of these three methods, they is, the combined use of which forms the reading skills. A. P. Starkov distinguishes 3 stages of teaching reading.
 1. Stage: the mechanism of reading is formed. This must be done on the basis of lexical grammatical material previously studied orally. At this stage, an association (connection) is formed between the visual graphics, motor (sound) images of language phenomena. (Grades 4-5) In other words, the technique of silent reading was established.
 2. Stage: silent reading skills are developed based on the generated reading mechanism. At this stage, as in the stage of learning, it is in the nature of learning, it is in the nature of learning. There are some unfamiliar words in the texts set aside for reading. Students develop the skills to find their meaning. Vocabulary increases. (5-7) class.
 3. Stage: At this stage texts belonging to different styles are read. (artistic, political, scientific). Students learn to work with a dictionary. The ability to learn (find the meaning) of some unfamiliar words without a dictionary is developed. It is used as a source of new information; silent reading is a new means of information. Reading is used for educational purposes (Grades 7-10).

RESULTS AND DISCUSSIONS:

When teaching reading, students should be allowed to read the text themselves. When the reading technique is developed, the teacher can read it first, but in this case the kinesthetic image is studied, not the graphic. Teaching reading begins with introducing the letters to the students. Cards can be used:

1. Exercises for students to form the word "rep" by handing out cards with the letters r,n,e;
2. To check the reading of letters and letter combinations;
3. find examples of the letter "r", write words beginning with the letter R;
4. Show students the sounds (for example:[ou],[o] and ask them to write the letters they mean.

Similar exercises can be used to teach word reading:

1. Find words that are read out of order ,such as give, have, take, lake;
2. Ask students to read words in a contrasting way that they often make mistakes do not differentiate when pronouncing; yet-let; cold-could; come-tome;
3. Ask students to say the letters that differ in setting. For example: hear-near; since-science; hear-hare; with-which;
3. Ask students to find words in the text that contain certain digraph. For example: oo,ow,igh,sa,th and etc. It is advisable to use transcription when teaching to read words whose graphic image does not match the pronunciation image.

Transcription can be taught from 5th grade onwards with the text read by the teacher at an early stage. Such reading applies only to certain subjects. The chorus reading is shortened. But it will not be lost. Reading aloud should be considered as a foreign language learning tool in all classrooms and should focus on developing skills related to the development of reading techniques. For this purpose, the teacher uses the following types of learning:

1. Diagnostic reading (students read, the teacher monitors their mistakes);
2. Instructive reading (students read what the teacher says);
3. Test reading. Students imitate the teacher identifying and correcting mistakes made by students in teaching English is also an important issue. So who should fix them and how?

According to G.V.Rogova, the student should correct the mistake he made. If he does not know, the teacher must correct him.

Reading is an active process in which the constructs meaning from a text. Because readers bring differing experiences and knowledge to a reading experience, each reader will construct a different interpretation of a text. Readers need to be encouraged to take an active stance in their reading is facilitated when readers interact with other readers and discuss their differing questions and interpretation of a book.

It is advisable to follow the following advice when teaching reading and correcting mistakes made by students.

The teacher writes the word in English on the board (black) and reads the letter "ck" in it. One of the students asks in Uzbek the word that the student made a mistake. For example: What is the English for "work"? One of the students (or the teacher himself) can give the student who reads the text the following task:

Find the word "walk" and read it. The teacher corrects the mistake made by the student, and the student repeats. The teacher asks the student to write the word that made a mistake on the board and underline the letter combination that was read incorrectly and the rule for reading it. One of

the issues that has caused controversy in error correction is the question. Should the teacher correct the student's error after he or she has read the text, or at the time the error was made? In this case, both ways are correct (to be explained). If a word occurs more often in the text, it should be corrected when an error is made (by the teacher himself).

Special principal of teaching reading:

1. Teaching to read is to teach speaking activities (Sometimes it is difficult to use reading as a foreign language teaching tool. This prevents teaching reading as a type of speech activity).
2. Reading should be based on teaching, learning, knowledge.(The most important this, you need to pay great attention to the content of the texts. Therefore, the texts should active in readers.
3. Teaching a foreign language should be based on students' experience in reading their mother tongue. It is usually read aloud more when read in the native language.

CONCLUSION:

Reading is a process that includes three phases: before reading, during reading and after reading. In the before-reading phase, the reader establishes in his or her mind a purpose and a plan for reading.

Then ,the reader begins to read the written text-the during-reading phase. While he or she reads ,the reader will think about the purpose for reading and about his or her prior knowledge. This may occur during short pauses taken while reading.

Finally, the after-reading phase of the process occurs when the reader finishes reading the written text .The reader takes time to think about what he or she knew before the reading and what he or she learned or connected with during the reading, and then he or she links this information together to build new knowledge.

Throughout the reading process, but specifically in the during-reading phase, reading strategies can be useful to improve comprehension.

READING PROCESS CHART

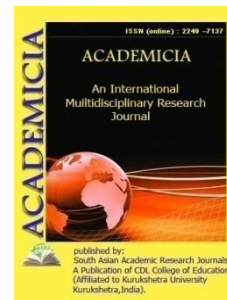
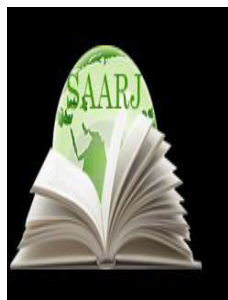
The chart below gives some examples of specific activities that may help a reader during the three phases of the reading process.

BEFORE READING	DURING READING	AFTER READING
*Set a purpose -Why are you read this text? -What are your goals for reading it? *Make a plan -How will you read this text(independently, with a partner/grouped.)? -How much time will you spend reading? What strategies will you use? *Preview the material	*Read *Pause and think about what you are reading *Monitor comprehension -Use active reading strategies -Reread -Take notes -Discuss *Pause and check predictions *Make new predictions *Ask yourself questions -What happened?	*Pause and think about what you knew before reading,what you learned during reading,and what connections you made *Try to create new knowledge by combining what you new with what you learned *Participate in discussion *Create a graphic representation *Summarize the story

*Activate prior knowledge -brainstorm -make a map/web/cluster -discuss *Make predictions *Think	-Why did it happen? -Does this make sense? -Do I understand? *Pause and summerize *Visualize *Think	*Search for answers to unanswered questions *Write about what you read-put it in your words *Share your interpretations and opinions *Think
--	--	--

REFERENCES:

1. Jalolov J. Methods of teaching English. - T .: "Teacher", 1996.
2. How to quickly learn to read in English. Transcription and reading rules - via the Internet
3. Xoshimov U.X., Ekubov I.Y. Methods of teaching English. - T .: "Teacher".
4. Kathe G.Short, Jerome Horste (1996). Creating classrooms for Authors.
5. Starkov A.P. Methodology for teaching English.
6. Rogova G.V. Methodology for teaching English.
7. Based on the work of Kylene Beers. Beers Kylene. Reading skills and strategies: Reaching Reluctant Readers.Elements of literature. Series: Grades 6-12.Austin: Holt, Rinehart, and Winston, 2000.
8. Shatilov S.F. Methods of teaching German in secondary school. - M .: 1987.



DOI: **10.5958/2249-7137.2021.01803.6**

THE TERM BUKHARA AND THE MOST ANCIENT ARCHITECTURAL IMAGE OF THE CITY

Mukhtasar Shukhratqizi Abdalbokieva*

*Student,
Fine Arts and Engineering Graphics,
Namangan State University,
UZBEKISTAN

ABSTRACT

Independence has opened a wide way to study the centuries-old rich historical, scientific, cultural and religious heritage of the Uzbek people and use it as a common and invaluable property of the people. It is a priceless treasure of spiritual wealth, values, state, nation, individual and a source of development. The science of history has a special role in the development of this spiritual and ideological foundation. As the First President of the Republic of Uzbekistan Islam Karimov said: The verse plays an important role”¹.

KEYWORDS: Presence, Book, Bute, Bukhaer, Bukhala, Shahristan, Ark, Kala, Kanakhona, Mausoleum, Madrasa, Mosque, Dome.

INTRODUCTION

Bukhara is one of the ancient and beautiful cities of our country. Bukhara was named differently in different historical periods. In Chinese sources, the names of Bukhara are An, Ansi, Ango, Nyumi, Bukhara, Buxu, Bute, Buxaer, Bukhara, Fuxo, Puxala and others. Medieval historians mention Bukhara as Numijkat, Bumiskat, Madinat us-Sufriya, Madinatut-Tujjar, Fohira. This city was founded twenty-five centuries ago in the lower part of the Zarafshan valley. It is said to have originally appeared in the form of three fortresses located opposite each other on the two banks of the lower reaches of the river called Zerirud. One of the forts was named Foxira, the second Navmichkat (sometimes Bumiskat), and the third Faroviz (or Farobdiz). From time immemorial, the fortresses have been surrounded by ponds and swamps, as well as vast fields covered with flowers. The centuries-old thickets, groves, and groves that covered the entire valley were home

¹Каримов И. А. Ўзбекистон XX I аср бўсағасида: ҳафсизликка таҳдид, барқарорлик шартлари ва тараққиёт кафолатлари. – Тошкент: Ўзбекистон, 1997. – Б. 140 – 14.

to countless species of wildlife and exotic birds. Therefore, the inhabitants of this land and the first city built in it were called in ancient times "Bug-oro", which means "God's ornament", "God's glory" or "God's beauty"². In the book "History of Bukhara" written by Abu Bakr Muhammad ibn Narshahi in 943-944, there is a lament of the people of Bukhara dedicated to the assassination of Siyavush, which was founded by Siyavush Buxoro Bukhara Arkin. It is noteworthy that the cry "they say". The History of Bukhara also provides valuable information about the name of Bukhara: "Abu-l-Hasan Nishapuri in his book Khazainul-Ulum states that the city of Bukhara is one of the cities of Khurasan, although the Ceyhun River passes through it. Ahmad ibn Muhammad ibn Nasr says that Bukhara has many names and mentions the name Numijkat in his book. Elsewhere, I saw that it was called Bumiskat. Elsewhere in Arabic it is written "Madinat us-sufriya", which means "city of copper", and in another place it is written in Arabic as "Madinatut-tujjor", which means "city of merchants". The name Bukhara is more popular than all those names. No other city in Khorasan has so many names. In one hadith, the name of Bukhara is Foxira. The imam, ascetic, and preacher Salmani Farsi says that the Prophet said: Gabriel said that there is a place on the east side, it is called Khurasan, and its three cities will be adorned with rubies and corals on the Day of Judgment; they emit light; there are many angels around those cities, who glorify, praise, and say takbir, and bring those cities to the abode with reverence and reverence as they take the bride to the bridegroom's house. There will be seventy thousand flags in each of these cities, seventy thousand martyrs (lying) under each flag, and with the intercession of each martyr seventy thousand Persian-speaking people who know God as one will be saved from suffering. On the Day of Judgment, it will be a ten-day journey on all sides of the city: right and left, front and back, all of which will be filled with martyrs. Prophet Gabriel! He asked me to tell him the names of the cities; One of the cities of Gabriel is called Qasim Persian in Arabic, Yashkard; the second is called Samaron in Arabic and Samarkand in Persian; the third is called Foxira in Arabic and Bukhara in Persian. Prophet, O Gabriel! Why is it called Foxira? Gabriel replied: "Because on the Day of Judgment, the city of Bukhara will be proud of its many martyrs." The Prophet cried out: O God! Bless the fox, purify the hearts of her people with piety, purify their deeds, and bless them to my ummah! He said. It is in this sense that the sunrise and sunset testify to the compassion of the people of Bukhara, their faithfulness and purity³. W. W. Barthold suggested that the term Bukhara in Sanskrit means "Vixara" - a temple. Some sources suggest that the word Bukhara is derived from the Sogdian language "Bukhara" - meaning the beauty of God⁴. At the beginning of the century, Bukhara was one of the largest cities in Central Asia. An urban culture has been formed in Bukhara. The magnificent murals depicting the art of hunting were found not far from the city (about 25 km) - in the ancient fortress of Varakhsha⁵. Also, based on the research of an archeological expedition led by academician AR Muhammadjanov, it was found that in the relatively recent period (from the early Middle Ages to the twentieth century) the northern protective wall of the city arch was secured eight times. In the top layer, a 1-meter-high and 0.5-meter-wide straw wall was found. Below it is a wall made of baked bricks with a height of 12 meters, a thickness of 2 meters at the base and a top of 0.5 meters in the form of a sheath, measuring 25-26 X 12-6 cm. There are semicircular towers along the walls. After the Arab conquest of Central Asian cities, they settled

² <http://uztarix.narod.ru/buxoro.html/>

³ Наршахий. Бухоро тарихи./ Мерос. – Тошкент: Камалак, 1991. – Б.102-103.

⁴ Бахрамов Қ., Хамроев К. Бухоро бу илм – илм эса Бухородир. – Бухоро, 2008. – Б.8.

⁵ Me'morchilik: darslik/ Vatixov. M.M., Mirzayev Sh.R. – T.: Tafakkur, 2010. – B. 149.

in the fortress in the center of the city and in front of it. As the indigenous peoples settled in the non-Arab part of the city and continued their occupations, this part of the city developed rapidly and came to be known as the Shahrستان.

According to Arab travelers and historians, in the early Middle Ages, most of the cities of Central Asia consisted of three parts. One of the three parts is the city arch (kohandiz), the ruling residence, and the other is the shahrستان, the main part of the city, which includes trade and handicraft areas and other residential buildings. The third part was called rabot and it was considered a commercial craft area outside the city. However, the results of the study of the cities of the VII-VIII centuries show that most of them consisted of only two parts - the arch (or castle) and the shahrستان⁶. It is known that Bukhara was a large city in the early Middle Ages. According to L. I. Rempel, the Shahrستان near the Bukhara arch was crossed by two streets on all four sides of the sky. The Ark had two gates (Registan and Goriyan) and Shahrستان had six gates called Attoron (BenuSaad), Mihra (BenuAsad), Ark, HokiRoh, Nur, Shahrستان. The city is crossed by the Rudi-zar (Shohrud) canal. According to Narshahi, there was a market for idols and a large temple near the canal⁷.

The arch is built to resemble the shape of a constellation of seven pirate stars. Is it just a resemblance or is it a secret? It is not surprising that the blessed light radiating from the universe from Bukhara Sharif is connected with this secret.

Muhammad Narshahi's History of Bukhara narrates the construction of the Bukhara Ark: "No matter how hard the rulers of Bukhara tried to strengthen the Ark, its walls always collapsed. Bidun Bukhara asked the scholars for advice on the cause of the incident. Then the scholars of Bukhara said that the Ark should be built on seven rocks in accordance with the location of the seven pirate stars in the sky. After that, the walls of the arch were not demolished"⁸. Modern astronomers have determined that each star in the seed of the seven astronomical stars coincides at an angle of 90 °C to each angle of the Arc.

Another great thing about the Ark is that none of the people who have lived and reigned in it since they built the castle have been defeated and have always been victorious. None of those who ruled in Bukhara died inside the Ark; at the time of the king's death, for some reason, he left the palace and died there. Is it a coincidence or a divine miracle? Exploring the nature of these mysteries requires patience and research from our scientists. But historical fact has confirmed this for 4,000 years⁹.

The arch is the oldest building in the city and has served as the residence of the rulers of Bukhara for centuries. The area of the arch is about 4 hectares, located on an artificial hill with a height of 20 meters. The walls of the castle are a layer of mud that has been piled on top of each other for centuries and was later lined with fine bricks.

The arc has existed since the middle of the first millennium BC. In the IX-X centuries the Ark was rebuilt and surrounded by a castle wall. In the 13th century, as a result of Genghis Khan's

⁶ Нильсин В. А. Архитектура Средней Азии (VII-VIII вв.). – Ташкент: Фан, 1966. – С.11.

⁷ Ахмедов М. Ўрта Осиё меъморчилиги тарихи. – Т.: Ўзбекистон, 1995. – Б. 26.

⁸ Наршахий. Бухоро тарихи./ Мерос. – Тошкент: Камалак, 1991. – Б.104.

⁹ Бахрамов Қ., Хамроев К. Бухоро бу илм – илм эса Бухородир. – Бухоро, 2008. – Б.10.

invasion, the Ark was destroyed. The current appearance of the arch has been preserved since the 16th century¹⁰.

The arc walls were high and thick. They are made of cotton and large raw bricks. Here and there high-rise towers were built. During the siege, a number of targets were used along the walls and towers to shoot at the enemy. The city had several gates, each of which was entered through separate gates through the central street. There were special guards at the gates. The gates were closed in the late afternoon and opened in the early morning. During the siege, they were guarded day and night. The fort, built in the highest part of the city, surrounded by a special wall, is called an arch. It was inhabited by kings and princes. In addition to the royal palaces and palaces, the arch contained an office (cabinet), a treasury, a mint, a prison, and shelters for navkars. The other two main parts of the city were inhabited by city officials, artisans, merchants, their businesses and shops, as well as a temple and market. From ancient times, Bukhara was located on the Great Silk Road, through which Bukhara merchants transported various trade goods in camel caravans to China, India, Iran and Byzantium. As the population grew, so did the city. In the ninth century, Bukhara was surrounded by a single outer wall ring, which included all three ancient parts, in order to secure the expanded part of the city. Over the centuries, the city area has expanded. Around it, outside the city wall, new streets, guzars and neighborhoods were erected. In the 15th and 16th centuries, another series of outer wall rings surrounded the new sites. During this period, the city was entered through 11 gates. The city had 12 mahallas, more than 200 guzars and mosques. Each mahalla had a katkhudos, a guzar elder, an imam, and a poykori - a fifty-head. Each mahalla had a separate mosque, as did the tombs of each mahalla. The city is supplied with drinking water through more than 100 pools. The pools are filled with water once or twice a month through the city's Shahrud canal and tributaries, as well as many underground water structures - tazar and gulbas. Special watermen - meshkobs carried water in leather mesh for the needs of the houses, especially the archers. The city has about twenty baths and a number of domed rastas, which are open in winter and summer¹¹.

The Ark is fortified with a high, strong roof. The majesty of the Registan Square was a sign of the greatness of power, a sign that it could not be conquered. There is a shahristan around its walls. The Ark Fortress is a large elevation above the ground, built on a hill 20 meters high. The arch is rectangular in shape, extending from west to east. The southeast corner is slightly cut. It is located on the west side of the ancient and eternally young city of Bukhara. The length of the castle wall is 789.6 meters, height 16-20 meters, land area 3.96 hectares.

The Ark fortress has been renovated and rebuilt several times. Through the ascending path (ramp), the west side of the arch is entered through a huge wooden gate (16th century). The length of the ramp is 20 meters. It is surrounded on both sides by a massive stone pyramid. The towers on both sides of the roof of the arch are a well-preserved structure of "bouquets" and a three-story building between them. There is a long corridor leading to the arch - 12 shelves on the left wall of the corridor and 13 shelves on the right wall. Some of the shelves on the left have doors to the dungeon.

Underneath the "bouquets" were canopies and canopies where dangerous criminals were kept. On the middle shelf to the right of the dolon, a light is lit for the ghost of the legendary hero

¹⁰Рахмон Муний. Бухоро. 1-кисм. – Бухоро, 2005. – Б. 33.

¹¹<http://uztarix.narod.ru/buxoro.html/>

Siyavush during the Navruz holidays. The Amir's barn was also accessed by stairs (the barn was above the rooms where the prisoners were kept). There was a gunman's court at the exit from Dolon, and a torture chamber in the basement. Not far from it (in the western corner) was built the Juma Mosque with a porch in the XVIII century. The verses of the Qur'an are inscribed between the patterns on the inside of the walls of the mosque. The porch ceiling is decorated with intricate entrances.

The player's house is located in the northwest corner of the Ark Fortress. On the east side of the mosque there is a kitchen, and on the back there is a mint (a place where gold, silver and small coins are minted). To the northeast of the engraving was a jeweler's shop, to the south were the court of the devonbegi and the buildings belonging to the kushbegi (some of the buildings still exist). The narrow corridor, which starts from the Juma Mosque, is connected to the chorus through the courtyard of the birdhouse.

To the left of the choir is a large courtyard with a stone courtyard. Ambassadors were received and emirs were enthroned. The patterned roof at the entrance to the courtyard was built in 1605. The three sunny sides of the courtyard are surrounded by a porch. The front porch has two rows of embroidered columns, the eyebrows of which are adorned with a muqarnas that extend from the bottom to the top. A throne made of Nurata marble stood under the throne on this porch. On the south side of the courtyard there is a hotel Rahimkhan and a reserve (XVIII century). There are basements under these buildings, where the treasure is kept. In the courtyard on the west side of the arch, two-story buildings were erected for the clergy and servants. Not far away is a saloon, to the east of which are hotels, and other buildings (courtyards) opposite the officials. A bathhouse in the south, and a small mosque on its east side, have been preserved to this day. In the center of the arch are the houses where the wives of the emir live, and to the north are the houses where the wives of the birds live. To the east of the bath there is a dormitory - the girls' house in the Amir's harem. In the northeast corner was the ChilDukhtaron Mosque and the BattolGazi Cemetery. Along the eastern wall of the arch is a room for slaves (guards), and in the south-eastern corner there is a pharmacy (rooms for ammunition). About 20 percent of these buildings are now preserved. The adoption of Islam by the people of Central Asia, its formation as a state religion during the Samanid period, and its conversion into a religion for the local people were reflected in both architecture and architecture. Many monumental buildings, religious buildings, caravanserais, and public buildings began to be built. The construction of mosques and madrasas in cities and settlements is developed. Minarets have been erected in front of mosques to say the call to prayer. The construction of residential buildings has also progressed to some extent. Critical constructions were used in the construction of these buildings. Wooden elements of buildings and structures (columns, doors, ceilings) are decorated with carvings and glazing.

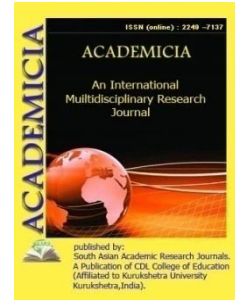
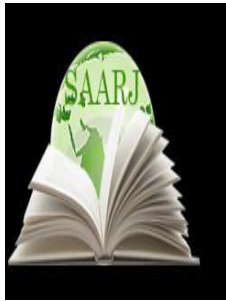
The monumental structures were built first of raw bricks and then of baked bricks. Dome, arches and roof constructions began to be used in the architecture of the buildings. These constructions are mainly made of baked bricks based on gypsum mixtures. The use of domed roofing constructions is highly developed¹². History has shown that ancient Bukhara Sharif was a major trading center. The Arabs called the city "Madina at the merchant", which means the city of

¹²Me'morchilik./ Vatixov. M.M., Mirzayev Sh.R. – T.: Tafakkur, 2010. – B.160-161.

merchants. The architecture of the city was very unique and there were different markets, different markets depending on the type of product. Bukhara is very rich in historical monuments. During the years of independence, all the ancient architectural monuments have been restored to their original appearance. At present, Bukhara has become one of the most attractive tourist destinations in the country. The mausoleum of Ismail Somoni (IX-X centuries), Kalon Minaret (XII century), MagokiAttori Mosque (XII century), ChashmaiAyub (XII - XIV century), TaqiZargaron, TaqiTelpakfurushon, TaqiSarrofon ensembles (XVI century), Ark (IV - III centuries BC - early XX century), Ulugbek Madrasah (1417), MasjidiKalon (XVI century) especially LabiHovuz The complex of architectural monuments in the square (XVI - XVII centuries). That is why these monuments now attract thousands of tourists. The 2,500th anniversary of Bukhara, one of the world's oldest cities, was widely celebrated by UNESCO in 1997 with the participation of members of the international community.

REFERENCES

1. Каримов И. А. Ўзбекистон XXI аср бўсағасида: ҳавфсизликка таҳдид, барқарорлик шартлари ва тараққиёт кафолатлари. – Тошкент: Ўзбекистон, 1997. – Б. 140 – 14.
2. Аҳмедов М. Ўрта Осиё меъморчилиги тарихи. – Т.: Ўзбекистон, 1995.
3. Бахрамов Қ., Хамроев К. Бухоро бу илм – илм эса Бухородир. – Бухоро, 2008.
4. Наршахий. Бухоро тарихи./ Мерос. – Тошкент: Камалак, 1991.
5. Нильсин В. А. Архитектура Средней Азии (VII-VIII вв.). – Ташкент: Фан, 1966.
6. Vaxitov. M.M., MirzayevSh.R. Me'morchilik: darslik/– Т.: Tafakkur, 2010.
7. Рахмон Муний. Бухоро. 1-қисм. – Бухоро, 2005.



DOI: **10.5958/2249-7137.2021.01809.7**

ROLE OF DEPUTY COMMISSIONER IN DISTRICT ADMINISTRATION

Vikesh Kumar*

INDIA

ABSTRACT

The deputy commissioner (DC) or district magistrate (DM) or district collector or district magistrate and collector is the head of the revenue administration. The DC is required to be an Indian Administrative Service (IAS) officer who is in charge of governmental assets in his district of jurisdiction. The DC is responsible for collecting revenue within the district as it pertains to various Governmental enactments such as Stamp and Registration Act, Land Reforms Act, Irrigation Act, Excise Act and Public Health Act. When executing duties with regards to revenue collection, the DC can exercise quasi-judicial functions. After independence he continues to occupy a preeminent position at the district level and is the key functionary of the State Government. Keeping in view the importance of District Collector, this paper highlights the evolution of the institution of the Collector; his role in district administration; and the constraints, which inhibit the performance of his functions.

KEYWORDS: Indian Administrative Service, District Administration, Governmental Enactments

INTRODUCTION

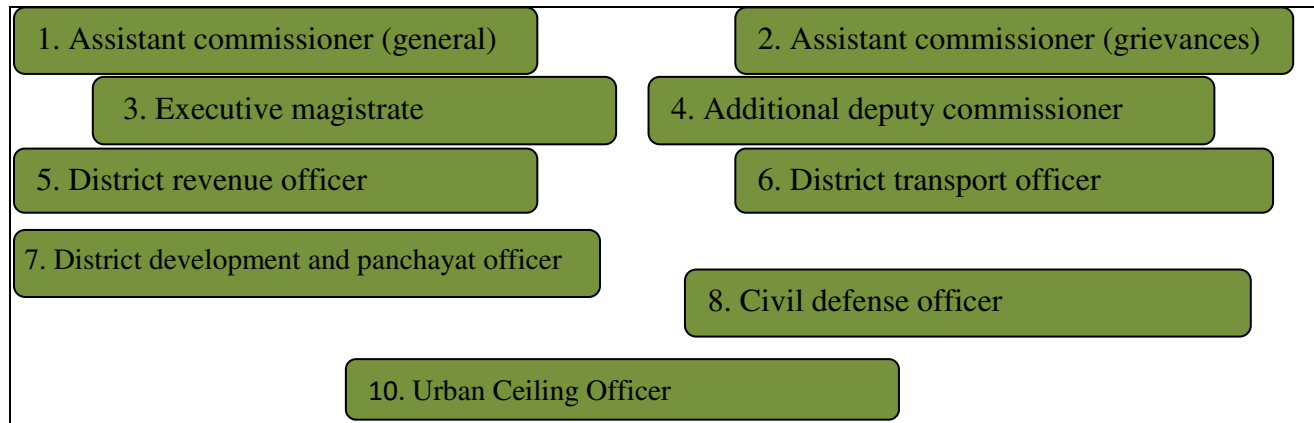
The district is the basic unit of administration. Deputy Commissioner is the head of the district administration, is a functionary of the State Government, under the administrative control of Divisional Commissioner. A Deputy Commissioner is the chief administrative and revenue officer of a district. The office of the deputy commissioner traces its origin to the district collector system of the early phase of British rule. The district supervisor was appointed with limited functions in 1769. Warren Hastings introduced the district collector system in 1772. The system was, however, repealed in the following year, but restored again in 1787.

FORMATION

There have been many structural changes in the office of the district collector, ever since its inception in 1772 by Warren Hastings during the British Raj period.^[1] It was through this officer

that the colonial state would execute its commands, and maintained local control. Originally, the business term 'collector' was given to the European district officer to make other powers in Bengal feel that he was not really a ruler, but merely an officer for revenue collection which was the duty of the British East India Company as the *Diwan* of Bengal, Bihar and Orissa. For many years, the Company pretended to be the *diwan*, and not the sovereign of the country. But the term became so much a part of the colonial system that it was retained down to the end of British rule. Now the collector has become an integral part of administration, and must work under the supervision of state government, although the collector has been appointed by central government.

He is assisted by the following officers for carrying out day to day work in various fields:--



ROLE AND FUNCTIONS OF DEPUTY COMMISSIONER

He has wide powers and manifold responsibilities. In many ways he is chief custodian of law and authority, the pivot on which runs the local administration. He deals with the natural calamities like drought, unseasonal rains, hailstorms, floods and fire etc. The main functions of the Deputy Commissioner may be broadly categorized as: co-ordination of development and public welfare activities as Deputy Commissioner, revenue officer/Court of the district as District Collector, and law and order functions as District Magistrate. Thus, he acts as Deputy Commissioner, District Collector and District Magistrate on different occasions. His role in each of these capacities is described, in brief, as under:

AS DEPUTY COMMISSIONER

- 1) He is the executive of the district with numerous responsibilities in the sphere of civil administration, development, panchayats, local bodies, etc. Due to immense importance of his office, the Deputy Commissioner is considered to be the measuring rod of efficiency in administration.
- 2) The Deputy Commissioner is responsible for implementing the State Government's programmes and policies at the grass root level and collecting information regarding the needs and facilities to be provided to the general public, their difficulties, redressal etc. and making the government aware of these. In fact, the Deputy Commissioner is the Government at the district level.

- 3) The Deputy Commissioner acts as a link between Central and State Govt. and co-ordinates their programmers. The Deputy Commissioner evaluates the working of all govt. departments within the distt: and looks after the law and order situation in the district.
- 4) In times of any natural calamity like floods, locusts, drought, storms etc, the Deputy Commissioner is the primary relief agency. During the occurrence of natural calamities or during the internal or external disturbances, the Deputy Commissioner calls for military assistance and co-ordinates the efforts of the Civil-Military administration.
- 5) He is Representative of the Government and is responsible for the implementation of Govt. Policies and coordinating different departments.

In addition to above the Deputy Commissioner is responsible to solve all kinds of problems/crises created from natural calamities, such as storm, floods, draught and other incidents etc. procurement of food grains, to attend public functions, protocol duties etc.

AS DISTRICT COLLECTOR

- 1) The Deputy Commissioner is the highest Officer of revenue administration in the district. In revenue matters, he is responsible to the Government through the Divisional Commissioner and the Financial Commissioner, Revenue. He is responsible for the collection of land revenue, other kinds of Government taxes, fees and all dues recoverable as arrears of land revenue.
- 2) He is responsible for ensuring the maintenance of accurate and up-to-date records of rights as regards the land.
- 3) He is also the appointing authority for Patwaris and Kanungos and ministerial staff posted in the tehsil offices, and in the offices of Sub Divisional Officers (Civil) and Deputy Commissioner except in the case of Superintendent of Deputy Commissioner's Office and for most of the subordinate revenue staff in the district. As the District Collector, he is the highest revenue judicial authority in the district.

AS DISTRICT MAGISTRATE

- 1) The Deputy Commissioner as District Magistrate is responsible for the maintenance of law and order in the district.
- 2) He is the head of criminal administration and supervises all Executive Magistrates in the district and controls and directs the actions of the police.
- 3) He has supervisory powers over the administration of jails and lock-ups in the district.

AS DISTRICT ELECTION OFFICER

- 1) He is responsible, as District Election Officer, for the peaceful and orderly conduct of all elections held in the district from time to time.
- 2) For elections to Lok Sabha constituency/constituencies of his district, he functions as Returning Officer.
- 3) He is responsible for revision electoral role, issue of identity cards to voters, deletion of names of foreigners from the electoral rule, updating of electoral rule and also responsible for

implementation of provisions relating to conduct of election as contained in the constitution of India.

AS DEVELOPMENT OFFICER

- 1) He is responsible for maintain **Public Health, Education, Social Welfare**, welfare of **Backward Classes and communities**. Each of these functions is looked after by separate department, headed by specialist officers in the district.
- 2) The various special economic programmes like Mahatma Gandhi National Rural Employment Guaranty Act (MNREGA), Samgra Grameena Rozgar Yojana (SGRY), etc. and the poor people's housing scheme Indira Awas Yojana and many other Schemes are implemented by the Zilla Panchayat, Which is headed by Chief Executive Officer of Zilla Panchayat. The Deputy Commissioner does not get a direct role in these schemes. However, since these programmes call for an integrated effort by various field departments at the district level, Public Works Department and Minor Irrigation, Forest etc., the role of D.C. in co-coordinating and guiding their activities is of prime importance for successful implementation of these programmes.
- 3) Social Security measures like Old age Pension, Widows Pension, Maternity allowance to expectant mothers and stipends to physically Handicapped persons, Workmen's compensations matters, rehabilitation of displaced persons under various projects Aids are also carried out.

AS PUBLIC GRIEVANCES OFFICER

The DC is the District Public Grievances officer, in consequence of which he maintains the overall responsibility to ensure proper functioning of all departments in the district.

OTHER POWERS AND FUNCTIONS

In addition to the above, the collector also performs the following functions:

- i) He acts as the District Census officer. Hence, he conducts the census operations once in ten years.
- ii) He acts as chief Protocol officer in the district.
- iii) He presides over the district Plan Implementation Committee.
- iv) He acts as the official representative of the state government during ceremonial functions in the districts.
- v) He acts as a kind of buffer between citizens and administration in the district.
- vi) He supervises the municipal administration in the district.
- vii) He acts the Public Relations Officer of the government.
- viii) He is responsible for civil supplies- food and other essential commodities.
- ix) He maintains liaison with military authorities and look after the welfare of both serving and retired members of the armed forces.

COLLECTOR'S WORK: SOME CONSTRAINTS

In the performance of his functions, he faces a number of problems and constraints, which inhibit his work. Problems like frequent transfers, increasing workload, political pressures, crisis situations, and individual orientation of Collectors are a few which need to be examined in this context.

POLITICAL INTERFERENCE

Political interference and pressure is another area affecting work of the Collectors. Such pressures are generally brought to restrain the District Administration in cases of land acquisition by the Government or use of judicial support for their followers or issue of gun licenses or permits for scarce commodities like sugar etc. If the District Collectors concede the request, they are accused of partisanship; and if they resist the pressure, they are accused of being insensitive to the requests of the people's representatives. Quite often, resistance to pressures leads to politicization of issues. This may even lead to transfer of the Collectors. This has an adverse effect on performance of the Collector as an agent of change. It also adversely affects their job performance.

- The visiting dignitaries like the Minister frequently interrupt the Collector's work. Protocol requires that the Collector must receive and be available to have discussions with the visiting dignitaries. Thus, protocol duty is another area, which affects the Collector's work to some extent.
- The Civil Servants need to have a tenure, which is long enough to understand the environment, establish constructive relationships, and to implement the development programmes. A well-accepted policy is to retain an officer in a particular place for a period of three to five years. Unfortunately, this policy does not seem to be the practice in case of the Collectors. There are too frequent transfers inhibiting the proper performance of the Collector's functions. For example, in Rajasthan, the average tenure of Collectors was 14.2 months, which is not conducive to attain development objectives. This indicates that they are dislocated before they acquaint themselves with the problems of the district. Some of the Collectors have tenure of less than four months, and there are very few Collectors who enjoy three years of tenure. This type of frequent transfers apart from having a negative influence on the Collector would adversely affect district development administration.
- In the district, the Collector is responsible for the maintenance of law and order. In practice Superintendent of Police, who is the Head of the Police force, in the district looks after this function under the overall supervision of the Collector. Quite often, the people come to the Collector with the complaints about the partisan attitude of the police and their failures. The Collector's association is indirect and minimal after the separation of functions that is judicial and executive. The relations with the police have always been very delicate and sensitive to the Collector. In recent years, police began to resent the control of the Collector in the maintenance of law and order. There have been cases of strained relations between the two. With increasingly unrest in the rural areas, the role of Collector is becoming increasingly important in the maintenance of peace and tranquility.

The District Collectors should try to overcome these pressures through better relations with the politicians; proper time management; and delegation of work to their subordinates. Some

officers make use of the political executives at the district and State levels to iron out the problems in development administration and make positive use of their interactions with the politicians. There are others, who view the intervention as an unwelcome interference in their work and feel disgusted. The performance of the Collector, therefore depends upon his own inclination and orientation towards its development goals. It also depends on his capacity to make use of the environment in the district positively and constructively to undertake his functions. No textbook propositions can be made to overcome some of these constraints.

LAKHINA EXPERIMENT

Need for administrative efficiency and also responsiveness to the community led Mr. Anil Kumar Lakhina, a District Collector, to undertake an exercise to reform district administration. The exercise was done in the Collectorate of Ahmednagar in Satara district of Maharashtra. Some of the changes brought about in the District Administration includes regulation of visitors to the Collectorate; designing the office as per task sequence, making documents available to those who handle them; preparation of desk manuals, weeding out documents which had outlived their usefulness, provision of dust proof and firefighting equipment; motivation and training etc. This experiment revolved around the assumption that attitudinal changes in the administrator can result in effective administration. It sought to link attitudinal changes with physical work and environment. The experiment was undertaken in only one district and possibility of its adoption elsewhere is yet to be proved. But the Lakhina experiment is a pointer that structural changes coupled with attitudinal changes and the 'will' to adopt reforms can bring efficiency in district administration, What is true of the Collectorate is equally true of other administrative organs At the district level.

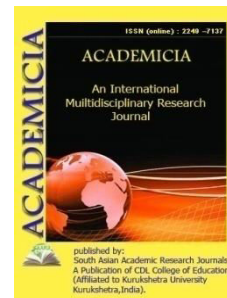
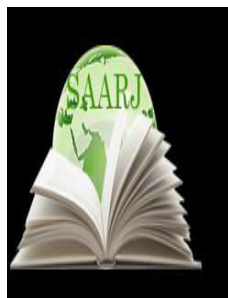
CONCLUSION

At last we can conclude that the office of Deputy Commissioner is one of the most important designations in India. He is a multipurpose functionary around who revolves the entire administration of the district. That's why all the youths appearing in civil services have a heartiest desire to pass the civil services exams and to become the Deputy Commissioner. However, the constraints emerged cannot be overlooked and his role and status depends on the personality of the Deputy Commissioner, demographic features of district where appointed, level of presence of opposition thereby, as well as the attitude of state Government under which he has to work.

BIBLIOGRAPHY

1. Bava, Noorjahan (ed.), (2000) *"Development Policies and Administration in India"*, Uppal Publishing House, New Delhi
2. Fadia, B.L. (2010) *"Indian administration"* Sahitya Bhawan Publication, New Delhi
3. Jain, R.B. (ed), (1980) *"District Administration"*, Indian Institute of Public Administration, New Delhi
4. Lakhina, Anil Kumar, (1984) *"Reforms in the Collectorate of Ahmadnagar (Maharashtra - A Report)"*, The Indian Journal of Public Administration, Vol. XXX, No. 2, April-June, 1984

5. M. Laxmikanth (2008) *"Public Administration"* Tata McGraw-Hill Publishing company Ltd., New Delhi
6. Maheshwari, S.R. (2003) *"Indian Administration"*, Orinet Longmans Pvt. Ltd, New Delhi



DOI: **10.5958/2249-7137.2021.01804.8**

ISSUES ON THEORETIC BASES IN INTERCULTURAL COMMUNICATION AS– THE PRIMARY FACTOR OF EDUCATING FOR FOREIGN LANGUAGES

Ramziddin Abdusattarov*

*Associate Professor,
National University of Uzbekistan named after Mirzo Ulugbek,
UZBEKISTAN

ABSTRACT

In this article the primary problems of the theoretic bases of intercultural communication as an important factor in educating for foreign language are revealed. The author describes the key tendencies and problems in this sphere. Therefore, the main goal of teaching a foreign language is the formation of a linguistic personality, which is ready for real, productive communication with representatives of other cultures at various levels and in various spheres of life. The communicative level is contact through the language and cultural traditions characteristic of a particular community of people. The result of this level of interaction is mutual understanding among people. The problem of intercultural communication in the study of foreign languages is that there is a common, complementary link between the teaching of foreign languages and intercultural communication.

KEYWORDS: *Intercultural Communication, Dialogue Of Cultures, Communicative Competence, Integrative Approach, Methodology, Theory And Practice, Teaching Foreign Languages.*

INTRODUCTION

In the process of teaching foreign languages, Uzbekistan is currently undergoing a period of revision of the objectives, objectives and methods of teaching in connection with Uzbekistan's rapid entry into the world community, which, in turn, leads to a change in both the general methodology and specific methods and techniques in the theory and practice of teaching foreign languages.

In modern society, it is the practical knowledge of a foreign language that is the main goal not only of language, but also of any education, as the need for specialists in various fields of knowledge who practically speak one or more foreign languages is growing. Therefore, the main goal of teaching a foreign language is the formation of a linguistic personality, which is ready for real, productive communication with representatives of other cultures at various levels and in various spheres of life. The need for verbal inter cultural communication (personal contacts, telephone conversations, correspondence exchanges, presentations, meetings and meetings, negotiations, participation in conferences and seminars) is at the forefront. Language –the main expression of cultural identity-is also the main mediator in the inter cultural communication process [1].

Thus, the speaker of a foreign language must not only correctly formulate thoughts in foreign language, but also comply with cultural norms adopted by speakers of the language being studied. Learning the language, the learner must penetrate into another system of values and life guides and integrate it into his own picture of the world. Depending on how adequately people understand the values of their culture and compare them with the values of the cultures of other peoples, the well-being of this people is also determined.

THE MAIN FINDINGS AND RESULTS

In this regard, an integrative approach to foreign language education in the context of cultural dialogue has become particularly important. The dialogue of cultures suggests that the interaction of various paintings of the world represented by communicants includes their logic, thinking, value meanings and is not blocked, but is stimulated through mutual understanding, tolerance, and positive attitude.

Numerous studies of the interaction of cultures show that the content and results of multiple intercultural contacts largely depend on the ability of their participants to understand each other and reach agreement, which is mainly determined by the ethnic culture of each of the interacting parties, the psychology of peoples, values prevailing in a particular culture. In cultural anthropology, these intercultural relationships are called "intercultural communication, "which means the exchange between two or more cultures and the products of their activities, carried out in various forms [2]. This exchange can occur both in politics and in the interpersonal communication of people in everyday life, family, and informal contacts.

Relations are intercultural if their participants do not resort to their own traditions, customs, ideas and ways of behavior, but get acquainted with other people's rules and norms of everyday communication. Intercultural communication requires that the sender and the recipient of the message belong to different cultures. It also requires participants in communication to be aware of each other's cultural differences. In essence, intercultural communication is always interpersonal communication in a special context, when one participant discovers the cultural difference of another.

It is known that communication takes place on three levels: communicative, interactive and perceptual. The communicative level is contact through the language and cultural traditions characteristic of a particular community of people. The result of this level of interaction is mutual understanding among people. An interactive level is communication that takes in to account the personal characteristics of people. It leads to certain relationships between people. Perceptual level provides an opportunity for mutual knowledge and rapprochement of people on

this rational basis. It is the process of the partners perceiving each other, determining the context of the meeting. Perceptual skills are manifested in the ability to manage their perception, "read" the moods of partners in verbal and non-verbal characteristics, and understand the psychological effect of perception and take them into account to reduce its distortion [2].

A necessary condition for communicative interaction is communicative competence, which means the possession of several types of general knowledge shared by communicants [3]. They consist, firstly, of the knowledge of the actual symbolic system in which communication takes place, and, secondly, of the knowledge of the structure of the external world. Knowledge of the outside world consists of the personal experience of the individual, basic, fundamental knowledge of the world available to all people, and all other knowledge that people possess due to their membership in various national, ethnic, social, religious, professional and other groups.

Given these factors of the communicative process, the Council of Europe in 1986 identified six components in the concept of "communicative competence," which must be taken into account in the training process:

- language competence - "the ability to reproduce and interpret significant statements built in accordance with the rules of the language and expressing their generally accepted meaning";
- Sociolinguistic competence - "selection of such ways in which the choice of language forms is determined by such conditions as environment, relationship between communication partners, communicative intention, etc.";
- discourse competence - "the ability to use acquired strategies in the construction and interpretation of the text";
- strategic competence - "the ability to use communication strategies of various kinds to overcome difficulties in communication";
- sociocultural competence - "an essential ability to use the language correctly and appropriately, as well as a condition for expanding the communication horizon of the student in addition to that which corresponds to his language community";
- Social competence - "presupposes a desire and ability to interact with others and differs from other components in that it is less language-oriented and more concerned with the personality of the student."

So, successful intercultural communication involves, along with proficiency in a foreign language, the ability to adequately interpret the communicative behavior of one's partner, to be preventative of the interlocutor, as well as the willingness of participants in communication to perceive another form of communicative behavior, understand its differences and vary from culture to culture. The strategy of convergence of non-cultural knowledge is aimed at preventing not only semantic, but also cultural failures in communication. Here the main problem is the problem of understanding. When deciding it, it should be remembered that language is only a tool for transmitting forms of speech behavior; it only creates an environment for intercultural communication. Understanding in intercultural communication is a complex process of interpretation that depends on a complex of both linguistic and non-linguistic factors. To achieve understanding in intercultural communication, its participants must not only know the

grammar and vocabulary of a particular language, but also know the cultural component of the meaning of the word, the realities of someone else's culture.

DISCUSSION

We are talking about the fact that the real use of words, real speech production is largely determined by the knowledge of the social and cultural life of the speech collective speaking this language. Language does not exist outside the culture, that is, outside the socially inherited set of practical skills and ideas that torment our way of life. Since linguistic structures are based on socio cultural structures, for the active use of language as a means of communication, it is necessary to know the world of the studied language as deeply as possible [4].

Without knowing the world of the language being studied, it is impossible to master the language as a means of communication; it can be master edonlyasa way of storing and transmitting information, as a "dead" language, devoid of living soil - the carrier's culture. This, by the way, explains the failures with artificial languages that were never widely used and doomed to die.

That is why learning a foreign language involves learning not only the plan of expressing a certain linguistic phenomenon, but also the plan of its content, that is, developing in the consciousness of students the concept of new objects and phenomena that have no analogues either in their native culture or in their native language. To do this, you need to include elements of country studies in language teaching-this creates as ynthetic type of teaching, called linguistic teaching.

In order to teach a foreign language as a means of communication, it is necessary to create an environment of real communication, establish a connection between teaching foreign languages and life, and actively use foreign languages in living, natural situations. These can be scientific discussions in the language with and without foreign specialists, referral and discussion of foreign scientific literature, reading individual courses in foreign languages, student participation in international conferences, work as a translator, which is just about communication, contact, ability to understand and convey information. It is necessary to develop extracurricular forms of communication: clubs, circles, open lectures in foreign languages, scientific societies for interests, where students of various specialties can gather.

The problem of intercultural communication in the study of foreign languages is that there is a common, complementary link between the teaching of foreign languages and intercultural communication. The solution of this pragmatic task is possible only on one condition-that a rather solid fundamental theoretical base will be created. To create it, it is necessary: 1) to attach the results of theoretical works on philology to the practice of teaching foreign languages; 2) theoretically understand and summarize the vast practical experience of foreign language teachers [6].With the traditional approach to the study of foreign languages, the main method of teaching was to read texts in a foreign language. And this applied not only to the school level of education, but also to higher, university. The topics of domestic communication were presented by the same texts, only regarding the subjects of everyday communication, but few of these specialists, having read such texts, could adequately behaving real situation that would require the use of knowledge of a practical foreign language, and not its large-scale literary side.

The very concept of intercultural communication is based on the equal cultural interaction of representatives of different linguistic and cultural communities, taking into account their identity and identity, which leads to the need to identify the universal based on the comparison of foreign and own cultures. Modern teaching of a foreign language is impossible without instilling in students a foreign-language culture. Most methodology ists focus on the current state of theory and practice of teaching a foreign language with a pronounced communicative orientation, which contributes to the comprehensive development of the individual, the development of spiritual values of students. Intercultural communication training cannot exist without the inclusion of the linguistic aspect in the learning process. In the light of the current requirements for learning objectives, the status and role of country studies information presented in such a way as to correspond to the experience, needs and interests of students and be comparable to those of their peers in the country of study is changing.

Traditionally, the teaching of foreign languages was reduced in our country to reading texts. At the same time, at the level of higher school, the training consisted in the fact that philologists read fiction, and not philologists read special texts according to their future profession, and everyday communication was considered a luxury or was represented by the so-called everyday topics: in a hotel, in a restaurant, in a store. The study of these famous topics in conditions of complete impossibility of real acquaintance with the world of the studied language and the practical use of the knowledge obtained was useless.

Thus, almost exclusively one function of the language was implemented - the message function, informative, and then in a narrowed form, since of the four language skills (reading, speaking, writing, understanding), only one focused on "recognition" developed-reading.

According to S.G. Ter-Minasova, "knowing the meanings and rules of grammar is clearly not enough to actively use the language as a means of communication. You need to know as deeply as possible the world of the language being studied. In addition to the meanings and rules of grammar, you need to know: 1) when to say/write, how, to whom, with whom, where; 2) as a given meaning/concept, this subject of thought lives in the reality of the language being studied "[5].

CONCLUSION

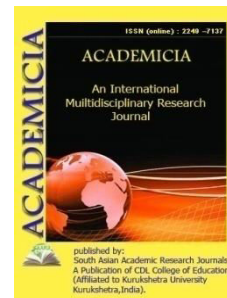
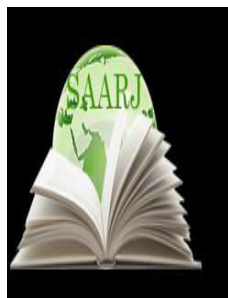
Thus, mastering a foreign-language code that allows successful intercultural interaction involves studying the peculiarities of culture that determine the specifics of social and business behavior of a partner, determined by the influence of historical traditions and customs, lifestyle, etc. Therefore, foreign languages as a means of communication between representatives of different peoples and cultures should be studied in inextricable unity with the world and culture of peoples speaking these languages.

REFERENCES

1. Grushevitskaya T.G., Popkov V.D., Sadokhin A.P. Fundament also finter cultural communication. -M.: UNITY-DANA, 2002.
2. Gudkov D. B. Theory and practice of intercultural communication.-M.:ITDGK" Gnosis,"2003.
3. Saytimova T.N. The role of intercultural communication in the process of teaching foreign

languages at the modern stage//Concept.-2014.-№08

4. Vedenina L.G. The theory of intercultural communication and the meaning of the word / Foreign languages at school. -2000. -№5.
5. Ter-Minasova S.G. Language and intercultural communication. -M.: Slovo, 2000.
6. Usmanova, S. (2020). The Specialties of Uzbek Collectivism Culture. *Journal of Multiculture and Education*, 5(1), 71-86.
7. Rasuljanovna, I. N. (2019). THE PHENOMENON OF LACUNARITY AS THE LINGUACULTURAL ISSUE. *PROSPECTS OF WORLD SCIENCE-2019*, 226.
8. Allwood, J. (1985). Intercultural communication. *Papers in anthropological linguistics*, 12, 1-25.
9. Martin, J., Nakayama, T., van Oudtshoorn, G. V. R., & Schutte, P. (2013). *EBOOK: Experiencing Intercultural Communication: An Introduction*. McGraw Hill.
10. Ismatullayeva, N. R. Translation of phraseological units in Chinese and Uzbek languages. In *Scientific research of the SCO countries: synergy and integration (International conference)*. Beijing, PRC, June (Vol. 24, pp. 45-50).



DOI: **10.5958/2249-7137.2021.01805.X**

RESULTS OF GROUP-PROPHYLACTIC TREATMENT OF CHICKEN HYPOVITAMINOSIS

Umid Azamatovich Rakhmonov*; **Kurbon Norboevich Norboev****;
Nuriddin Bolliievich Ruzikulov***; **Sobir Bakhtiyorovich Eshburiev******

*PhD, Assistant,
Department of “Non-communicable Diseases”,
Samarkand Institute of Veterinary Medicine,
UZBEKISTAN

** Professor, Doctor of Veterinary Sciences,
Department of “Non-communicable Diseases”,
Samarkand Institute of Veterinary Medicine,
UZBEKISTAN

*** Associate Professor,
Candidate of Veterinary Sciences,
Head of the Department of “Non-Communicable Diseases”,
Samarkand Institute of Veterinary Medicine,
UZBEKISTAN

**** Associate Professor,
Doctor of Veterinary Sciences,
Department of “Diseases of Poultry, Fish, Bees and Fur Animals”,
Samarkand Institute of Veterinary Medicine,
UZBEKISTAN

ABSTRACT

This article describes the main causes of hypovitaminosis in laying hens, the analysis of clinical and hemomorphobichemical parameters, as well as the results of group-prophylactic treatment. When the amounts of retinol and carotenoids in the egg yolk in the egg samples obtained from the chickens in the experimental group were examined, the chickens in the experimental and control groups showed almost the same values at the beginning of the experiments.

KEYWORDS: *Chickens, Hypovitaminosis, Hypodynamics, Retinol, Cholecalciferol, Tocopherol, Ascorbic Acid, Choline Chloride, Vitaprem, Monvit-R, Carotenoids.*

INTRODUCTION

Relevance of the topic

Poultry farming is one of the fastest growing industries in the world today. Poultry farming is an important branch of animal husbandry, which allows the production of poultry meat, dietary meat products made from it, eggs, feathers and feathers. Therefore, increasing the number of poultry farms, their rational use, increasing the egg productivity of chickens is of great scientific and practical importance. Metabolic disorders play a major role in the development of non-communicable diseases in poultry, with more than 25% of deaths due to hepatosis, more than 17% to avitaminosis and hypovitaminosis, more than 23% to diseases of the digestive system, and more than 10% to rickets [6]. .

In most countries of the world, metabolic disorders, including hypovitaminosis, are common among egg-laying hens and are often latent and chronic. The development of an effective solution to this problem is important to meet the demand of the population for eggs and dietary poultry, as well as to ensure food security.

The main reason for the decrease in egg productivity in chickens is feeding on an unbalanced diet of minerals and vitamins. In such chickens, changes in the morph biochemical parameters of the blood, the percentage of egg production, physicochemical parameters of the egg, as well as productivity are clearly visible [8].

According to the literature, retinol deficiency is the main cause of hypovitaminosisA in laying hens, the growth of the organism is slowed down, natural immunity is weakened, skin epidermis migration and dermatitis have been observed. The disease is characterized by branching and metaplasia of the mucous membranes, decreased vision and decreased ovulation [1].

The main causes of retinol deficiency in chickens are endogenous and exogenous. Endogenous causes of hypovitaminosis A include decreased intestinal absorption of vitamin A and carotene due to infectious and parasitic diseases as well as gastrointestinal diseases. Exogenous causes of the disease are a decrease in its reserves in the body as a result of lack of carotene and vitamins in the diet. Hypovitaminosis A has been found to be caused by a lack of carotene and retinol in egg yolks in young chickens (at 2 weeks), and in adult chickens, the disease is mainly caused by a lack of these substances in the diet [2, 5, 7].

When chickens lack vitamin C, all types of metabolism in the body are disrupted. This pathology is characterized by oxidation of amino acids, formation of adrenal steroid hormones, DNA synthesis, disruption of biochemical processes in tissues, decreased activity of many enzymes (arginase, amylase, proteases), impaired collagen synthesis in bones, decreased hematopoiesis, impaired antibody formation [7; 9].

Depending on the age and physiological condition of the birds, their need for vitamins will vary. For example, 1 ton of feed for laying hens contains 10 million XB of vitamin A, D₃ - 2 million XB, E - 10 g, V₁ - 2 g, V₂ - 5 g, V₃ - 20 g, V₄ (choline chloride) -500 g , V₁₂ - 0.025 g, C - 50 g. Feeding of chickens varies depending on the conditions of their storage, especially when kept in

cages, it is necessary to ensure that the feed rations are fully valuable in terms of nutrients, minerals and vitamins [3, 7].

To prevent hypovitaminosis A in poultry, 0.2 ml of retinol acetate fatty solution is administered intramuscularly, and betacinol vitamin drug is mixed with 2.5-3.0 ml per 1000 head of water once a day for 7-10 days [1].

THE MAIN FINDINGS AND RESULTS

Results obtained and their analysis. Experiments were conducted to identify the main causes of hypovitaminosis in laying hens and to develop group-prophylactic treatment methods. During the dispensary study, the feed rations of chickens in poultry farms were analyzed. In particular, in the diet of chickens of the farm "K.Eldor" (farm 1) wheat grain - 32%, corn - 22.85%, soybean - 18%, sunflower - 11.34%, vegetable oil - 2.26%, ni, monocalcium phosphate 0.65%, izvestnyak 10.4%, premix 2.5%. The total nutrient content of the diet in 100 g of mixed feed is 264.0 kcal of metabolic energy, 16% crude protein, 5.1% fiber, lysine 0.70%, methionine 0.30%, threonine 0.42%, calcium 3.1%, phosphorus was 0.64%. The saturation of the chicken ration [4] was determined by comparison with the feeding norms. 26 kcal of metabolic energy relative to the norms of nutrition in the diet; a deficiency of 0.5% calcium, 0.06% phosphorus, 300 XB retinol, 80 XB cholecalciferol, 0.2 mg tocopherol, 0.5 mg ascorbic acid, and 5 mg choline chloride (V4) was detected.

In order to study the effect of vitamin and mineral nutrient mixtures on the organism and productivity of chickens, 4 groups of 50 to 20-week-old Lomann Brown - Classic hens were formed in each of the farm chickens. The storage conditions of the birds in the groups were the same, in addition to the diet of chickens in the first experimental group in the amount of 1 g / kg of Monvit-R, in the second group in the amount of 1 g / kg of Vitaprem (vitamin complex), in the third group Vitaprem (vitamin complex) and Vitaprem (mineral complex) was added at a rate of 1 g / kg from each of the drug. Chickens in the control group were fed on a farm ration. The experiments lasted 60 days.

Clinical examinations of birds revealed general condition, appetite, mucous membranes, color of crown and earrings, skin, feathers and feathers, condition of limbs, color of beak and feet, egg-laying percentage, egg shell condition, heart rate per minute and respiratory rate . Checks were performed once every 30 days.

Prior to and during the experiments, the amount of hemoglobin (hemoglobin-cyanide method), glucose (color reaction with orthotoluidine), total protein (refractometric method), and the amount of vitamin A and carotenoids in eggs (spectrophotometric method) were determined. The effectiveness of the experiments was evaluated according to the hematological parameters of the chickens and the level of egg productivity.

According to the results of clinical trials in chickens, in all experimental groups and control group chickens at the beginning of experiments on average 30% of crown and ear whitening, hypodynamics, stunted growth, weight loss, decreased productivity, dry skin, 20% of feathers, 10-15% of chickens serum from nostrils retinol deficiency and clinical signs characteristic of conjunctivitis and keratitis were observed, such as catarrhal discharge, hair loss, and the appearance of thickened areas on the skin of the eyes, ears, and feet.

Leg curvature of the legs, which is a characteristic symptom for hypovitaminosis D, was observed in 15-20% of chickens with thin shells of eggs, sometimes without shells.

By the end of the experiments, it was noted that crown whitening in chickens increased from 30–35% to 40% in the control group, decreased by an average of 15% in the first and second experimental groups, and by an average of 5% in the third experimental group.

At the beginning of the experiments, the average number of breaths per minute was 24 ± 1.4 times in the first experimental group, 22 ± 1.5 times in the second group, 24 ± 1.5 times in the third group, and 26 ± 1.4 times in the control group. at the end, an average of 22 ± 1.5 times in the first group, 21 ± 1.4 times in the second group, an average of 20 ± 1.6 times in the third group, and an average of 30 ± 1.6 times in the control group.

TABLE 1. CLINICAL INDICATORS OF EXPERIMENTAL CHICKENS (P = 50)

Groups	Check time	Number of breaths, 1 ¹	Heart rate, 1 ¹	Тожларнинг оқариши, %	Feather fluttering, %	Thin-shelled eggs (%)
Control	A	$26 \pm 1,4$	$146 \pm 5,0$	30	20	20
	B	$30 \pm 1,6$	$154 \pm 5,0$	40	35	34
Experiment 1	A	$24 \pm 1,4$	$142 \pm 6,2$	32	20	20
	B	$22 \pm 1,5$	$136 \pm 5,0$	15	-	10
Experiment 2	A	$22 \pm 1,5$	$148 \pm 5,1$	30	20	20
	B	$21 \pm 1,4$	$142 \pm 5,1$	15	-	-
Experiment 3	A	$24 \pm 1,5$	$145 \pm 6,1$	30	20	20
	B	$20 \pm 1,6$	$142 \pm 5,1$	5	-	-

By the end of the experiments, it was found that the number of heartbeats in chickens decreased by an average of 6 times compared to the beginning of the experiments in the first and second experimental groups, and by an average of 3 times in the third group. In the control group, the heart rate increased by an average of 8 times during the experiments.

In chickens in the third experimental group, in which 1 g / kg of vitaprem (a complex of vitamins and minerals) was added to a granular feed from each, it was observed that clinical performance changed for the better at the end of the experiments compared to other groups.

Analysis of the results obtained during the experiments showed that the amount of hemoglobin in the blood was 104.0 ± 1.24 g / l in the first experimental group, 106.0 ± 1.22 g / l in the second experimental group, and 105 in the third experimental group. , 0 ± 1.26 g / l, and by the end of the experiments, these values averaged 114.0 ± 1.20 g / l in the first experimental group and 118.0 ± 1.20 g in the second group, in the third experimental group an average increase of 120.0 ± 1.20 g / l was noted.

At the end of the experiments, it was found that the amount of hemoglobin in the blood of chickens in the control group decreased by an average of 3.0 g / l compared to the initial values.

**TABLE 2. BIOCHEMICAL PARAMETERS OF CHICKEN BLOOD AND EGG YOLK
(N = 50)**

<i>Groups</i>	<i>Check time</i>	<i>Hemoglobin, g / l</i>	<i>Total protein, g / l</i>	<i>Glucose, mmol / l</i>	<i>In the egg yolk</i>	
					<i>Retinol, mkg / g</i>	<i>Carotene-noids, mkg / g</i>
<i>Experiment 1</i>	<i>A</i>	104,0±1,24	44,6±0,24	4,78±0,42	5,4±0,12	12,4±0,22
	<i>B</i>	119,0±1,46	46,8±0,30	5,02±0,38	6,8±0,17	16,4±0,20
	<i>V</i>	124,0±1,20	49,2±0,42	5,80±0,38	7,9±0,21	18,6±0,18
<i>Experiment 2</i>	<i>A</i>	106,0±1,22	45,6±0,20	4,76±0,22	5,2±0,10	12,1±0,18
	<i>B</i>	118,1±1,38	48,4±0,34	5,08±0,18	6,4±0,12	15,4±0,20
	<i>V</i>	125,0±1,20	51,2±0,38	5,68±0,40	7,5±0,20	19,3±0,16
<i>Experiment 3</i>	<i>A</i>	105,0±1,26	44,8±0,24	4,78±0,42	5,4±0,21	12,8±0,20
	<i>B</i>	119,0±1,46	46,8±0,30	5,02±0,38	7,2±0,17	18,0±0,20
	<i>V</i>	120,0±1,20	56,5±0,32	5,86±0,42	8,4±0,20	22,6±0,22
<i>Control⁴</i>	<i>A</i>	102,5±1,30	45,9±0,22	4,70±0,40	5,2±0,14	12,8±0,21
	<i>B</i>	100,0±1,31	44,8±0,24	4,65±0,36	5,0±0,12	12,6±0,20
	<i>V</i>	99,2±1,22	44,6±0,30	4,60±0,42	4,6±0,14	10,6±0,16

Note: A - before the experiment; B-30 days later; V - After 60 days.

The total protein content of serum in the experimental chickens ranged from 44.6 ± 0.24 g / l in the first experimental group to 49.2 ± 0.42 g / l in the first experimental group and averaged 45.6 ± 0.20 g / l in the second experimental group. from 51.2 ± 0.38 g / l to an average of 44.8 ± 0.24 g / l in the third experimental group to 52.5 ± 0.32 g / l in chickens in the control group. , Decreased from 9 ± 0.22 g / l to 44.6 ± 0.30 g / l ($R < 0.05$).

Blood glucose levels increased by an average of 1.02 mmol / l compared to baseline in the first experimental group, by an average of 0.92 mmol / l in the second group, and by an average of 1.08 mmol / l in the third group, respectively. an average decrease of 0.10 mmol / l was observed.

When the amounts of retinol and carotenoids in the egg yolk in the egg samples obtained from the chickens in the experimental group were examined, the chickens in the experimental and control groups showed almost the same values at the beginning of the experiments. At the end of the experiments, the amount of retinol and carotenoids averaged 2.5 mcg / g and 6.2 mcg / g in the first experimental group, and 2.3 mcg / g and 7.2 mcg / g, respectively, in the second group, in the third group, an average increase of 3.0 mcg / g and 9.8 mcg / g, respectively, in the control group, chickens were found to decrease by an average of 0.6 mcg / g and 2.2 mcg / g, respectively.

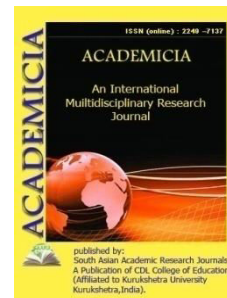
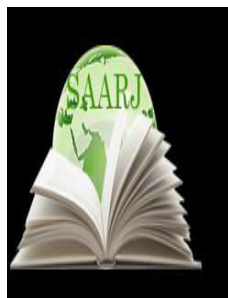
CONCLUSION

The addition of Vitaprem (complex vitamin + mineral) premix (1 g / kg) to the diet of laying hens improves the metabolism and clinical and physiological parameters in poultry; the mean hemoglobin and glucose levels in the blood were 21.1% and 26.0%, respectively, compared with

the control group, the total serum protein content was 17.7%, the yolk retinol content was 3.8 µg / g, and the total carotenoid content was 12.0%. mcg / g and an average increase of 13.3 -14.0% in the egg productivity of chickens compared to the control group.

REFERENCES

1. Bakulin V.A. (2006) Diseases of birds. – p. 688.
2. Davlatov R.B., Salimov X.S., A.N.Xudjamshukurov. Diseases of birds. Study guide. Zarafshon. – Samarkand. – p. 187.
3. Kondrakhin I.P., Levchenko V.I. (2005) Diagnostics and therapy of internal diseases of animals. – Moscow: Ed. LLC “Aquarium-Print”. – p. 456.
4. Feeding agricultural poultry / V. I. Fisinin, I. A. Egorov, T. M. Okolelova [and others]. - Sergiev Posad. 2004. – p. 376.
5. Workshop on clinical diagnosis of animal diseases. M.F. Vasiliev, E.S. Voronin., G.A. Dugin, etc. Textbook. Ear. 2004. –p. 269.
6. Statsenko M.I. (2017) Preventive action of the stimulus in case of metabolic disorders in poultry. Abstract of thesis. Diss. Candidate of Veterinary Sciences. – Kazan. – p. 21.
7. Rozikulov N.B. (2021) Therapy of young animals and birds. Textbook. – Tashkent. Navruz. – pp. 156-175.
8. A.A. Khannikov. (2011) Veterinary Specialist's Handbook. – pp. 475, 76.
9. Leeson S. Vitamin requirements: is there basis for re-evaluating dietary specifications? / S. Leeson // World's Poultry Science Journal. - 2007. - №3. - P.255-266.
10. Makariou S. Novel roles of vitamin D in disease: what is new in 2011 / S.Makariou, E.N. Liberopoulos, M. Elisaf et al. // Eur J Intern Med. - 2011. -№2.-P. 355-362.



DOI: **10.5958/2249-7137.2021.01806.1**

METHODS AND APPROACHES TO STUDYING READING CATEGORIES

Umida Jalolidinova Nurmatova*

*Doctoral Students

Samarkand State University

Samarkand, UZBEKISTAN

Email id: umidaxonnur2008@mail.ru

ABSTRACT

The article analyzes the processes of formation and development of methods and approaches in the category's study of reading, which is a means of improving consciousness at all times, the views and scientific conclusions. Thinkers have also studied the fundamental ideas of the book about its worthy place in human life, the functions of reading and its important properties. We explored existing differences in sacred and secular attitudes toward reading during the Renaissance. Methodological approaches to learning and teaching activities: behavioral theory, holistic theory, cognitivism theory, constructivism theory, student response theory and literacy theories were also analyzed.

KEYWORDS: Reading, Books, Cognition, Knowledge, Reading, Literacy, Text Comprehension, Translation, Comprehension.

INTRODUCTION

Today in our country there is a need to preserve and even restore the status and importance of reading as a major source of spiritual and moral nourishment, culture and language development, as an intellectual heritage passed down from generation to generation.

When the head of state said, "We will pay special attention to increasing the interest of young people in reading, to further improve the reading skills of the population," he meant the restoration of this inherited value. Because our people have always valued the book. We have created a wide range of opportunities and facilities in our country to promote the culture of reading and reading among young people. One of the most pressing issues before us is to use them wisely, to be worthy heirs to our great ancestors and to contribute to the transformation of our country into a country of readers.

The philosophical and epistemological study of the reading category in our country is one of the most pressing issues facing researchers. At present, there is no in-depth research on the scientific basis of reading in scientific sources. However, the concept of reading, there are many opinions about the worthy place of the book in human life.

In any society, reading is considered as a technology of intellectual development, a way of acquiring culture, a mediator in communication, a means of solving difficult life situations. Therefore, the category of reading is relevant because it is one of the main objective factors influencing the formation of human spiritual existence, as well as its objective functions.

MATERIALS AND METHODS

The problem of determining the place of books and reading in the life of man and society has always concerned thinkers. Ancient Chinese and ancient thinkers (Confucius, Lao Tzu, Socrates, Plato, Seneca), in medieval socio-humanitarian thought, substantiated the spiritual aspects of reading. There are so many opinions about the book's worthy place in human life. In Renaissance and modern science, well-founded ideas about reading and its spiritual significance have been created. Confucius, in particular, emphasizes the importance of teaching and approaches the idea of a dialectical connection between teaching and thinking. He said, "Studying and not thinking is a waste of time; thinking and not learning are harmful, a connection with thinking is necessary. Reading a book without thinking about what you read does not bring any results, and thinking without reading a book only makes you tired"[1.139-151]. We define the attitude to reading as a method of spiritual and self-improvement, creative development of the person.

From the 15th to the 18th centuries, attitudes toward reading changed. In the process of reading, the spiritual and existential foundations of reading in human thinking are philosophically analyzed.

DISCUSSION AND RESULTS

Many thinkers have expressed different views in terms of the scientific and theoretical foundations of reading, the properties of the existence of the book, and the substantial basis of existential existence as a product of human consciousness. In particular, I. Kant sees the essence of reading in the development of the inner spiritual culture of man. According to I. Kant's general concept of knowledge and activity, "Reading is a free creative movement in which a complex synthesis of sensibility and rationalism is carried out using the power of imagination, comprehension, comprehension, of course, to reflect a non-passive but creative text. I. Kant sees the element in reading together and puts the student in the center of reading. When a reader reads, he does not reflect on the world, but creates it "[2.36]. I. Kant connects the deep essence of reading with the fact that reading cannot be considered a complete movement of the mind. The gradual manifestation of its existential existence evaluates all forms of reading observed from the outside, because reading does not have to set practical goals as a free creative individual action. In the twentieth century, the two main concepts of understanding the essence of reading are intertwined, they are: socially conditional and deeply individual, creative, existential concepts.

In the philosophy of the new century, reading, which Locke considered mainly as a means of improving consciousness, is a scientific activity in which the book serves as a means of

knowledge and an object of reflection and interpretation of various ideas and views. . “Books and reading are an important aid to the means of reason and knowledge,” but it must be borne in the mind that “nowhere does the mind need more careful and careful guidance than the use of books; without such guidance, it can become a pastime rather than a useful waste of time and gives us little additional knowledge ”[3.645]. According to Descartes, "Reading good books is a conversation with the best people of the past (the authors of these books), and moreover, they are conversationalists who only tell us their best thoughts." Thus, changes in the social and spiritual state of the new century have led to an increase in the social status and importance of reading.

In the philosophy of enlightenment, the mind is seen as the source of all human subjective activity. According to Voltaire, “Never force a reader to read a topic to the end. It's not about forcing him to read, it's about forcing him to think. ” "Reading for the mind is the same as exercising the body," Diderot said. When people stop reading, they stop thinking. ”

Also, in the teachings of the above-mentioned thinkers, there are well-founded ideas about the process of reading a book. The ancient period makes a distinction between the mind and knowledge, on the basis of which the negative attitude declared to reading and writing in Plato’s concept is better understood (learning is the memory of the heart of knowledge that existed before but was forgotten at birth). Thus, “in ancient times, the creative and reproductive model of reading was shaped as a diachronic connection with past generations” [4.23].

In the Middle Ages, a book culture unprecedented in the ancient world developed. Understanding and revealing the hidden meaning of the divine revealed truth inherent in the text is proclaimed as the main goal of reading in medieval culture. Reading is seen as a practice of communicating with the incarnate divine Word.

Thus, since the practice of reading became widespread in medieval European culture, book reading began to be divided between two poles: home reading, which implies the use of basic skills and literacy and texts for everyday utilitarian purposes, and spiritual uplift, which is considered correct reading, elite acts as a status for the layers. Throughout the pre-Renaissance period, “a moral approach to reading predominated, which developed as a philosophical and moral practice, a moral activity that elevated the mind and heart, an understanding of moral qualities, a pre-determined religious and moral perspective” [4.36]. The Renaissance period focuses on the individual’s abilities and forms a completely different attitude toward reading. Humanism, which became the central idea of the time, was aimed at realizing the potential of secular education and rationalism, paving the way for scientific knowledge. The idea of Renaissance humanism was a cultural-pedagogical program related to secular education, the appeal of subjects outside the scholastic scholarship (rhetoric, poetic theory, history, etc.). In a broader sense, it is a new way of thinking about the changing place of man in the world, the limits and possibilities of his activities in science, art, ethics and political life. There is also a new problem with the spiritual mood of the period and the development of book publishing - a sharp rise in the writer's activity, "as a result, the problem of the abundance of books, the decline in the quality of their content, copyright and plagiarism" [4.38]. The Renaissance was based on an ancient tradition of understanding the essence of reading, because in the worship's context of man and the person, reading was accepted as an opportunity to communicate, to get acquainted with the wisdom of the great salad as a source of knowledge. “This led to the emergence of a new concept of understanding the essence of reading as a means of knowing the world of man and his place in it” [5.34].

Thus, reading is absorbed into the scientific knowledge of the world, in the process of secular (first humanitarian, then technical) education and upbringing. This is due to the growing number of universities in Europe. However, the advent of printed books and the development of book publishing have exacerbated the problem of book selection for reading. In this period, the essence of reading is seen, first of all, in the help of a very broadly understood consciousness, the social and pedagogical components of the essence of reading are realized. "The new time, with its rationalism and pragmatism, interprets it as a necessary quality of reading - its advantages, first of all, as an opportunity to get rid of ignorance" [5.35]. For a person of the Renaissance, reading becomes, first and foremost, a means of cognition, a means of revealing personal potential. The most detailed problems of reading in this period are given in the works of M. Montaigne. According to Montaigne, it is not the knowledge of reality, but the inner world of man, the knowledge of his psyche. Therefore, "the reading model of the Renaissance can be manifested as an individualized intellectual and spiritual diachronic communication" [4.40].

Reading within the rationalist tradition is a means of acquiring knowledge (for F. Bacon). In the model of socio-rational teaching of reading, subjectivity, its existential aspects, which emphasize the measure of individualization of reading activity, are much weaker. Since the 18th century, the line of individualistic reading patterns has continued to evolve. Kant's idealistic system places the subject of human knowledge at the center of the study, and here reading is manifested as a sphere of human freedom. In general, attitudes toward reading have changed since the fifteenth and eighteenth centuries. There is a distinction between sacred and secular attitudes towards reading during the Renaissance. At the heart of various social reading models are their subjective-individualistic components.

Thus, in the teachings of the above-mentioned thinkers, the most important components of reading are the principles of voluntariness, learning, learning comprehension, free choice of activity, conscious motivation for perfection, inner motivation, which are specific driving factors for human development.

In the twentieth and early twenty-first centuries, the system of ideas associated with the need to develop objective, critical reading has intensified. With the informatization of society, this trend has intensified: if previously the creation of text, its meaning and critical comprehension was perceived as a high-level skill that characterizes a good reader, then with the introduction of screen reading and distribution, electronic information, critical thinking skills for all remains necessary. [6.11]

For man, the twentieth century was primarily the information age, for which knowledge became the basis of economics and intellectual and cultural development became of strategic importance. Methodological approaches to reading, learning and teaching activities have been developed. The need to work with information and especially the information contained in the text is reflected in three theories related to the interactivity of reading: the theory of cognitivism, the theory of constructivism, and the theory of student responses, common in the last century. In addition to these three theories, we again focus on the theory of behaviorism, holistic theory, and literacy theory, which are the most influential in the field of teaching and learning to read.

The twentieth century introduced different approaches to teaching reading than the previous four centuries.

The first approach: The theory of neo-behaviorism. Behaviorism, one of the most common theories in the early twentieth century, influenced the formation of many theories of education. From the point of view of behaviorism theory, it is important to organize the lessons in such a way that they learn a single set of words. This collection varies from style to style: from the authors' point of view, it can be the most important, the most used, or the easiest to remember. After learning to read one set, the student moves on to another.

In the theory's mainstream of behaviorism, there was an idea that not enough attention was paid to comprehension during reading because it did not need to be taught. The reader understands the text in the same way as he hears it. If the reader can decode the words and know their meaning from the spoken language, then he will automatically understand the written text. This idea of text comprehension was so stable that there was no need for fundamental research in text comprehension. We developed general principles of teaching, which were transferred to all its areas. Such principles, including those related to the basal reading program, include (1) the organization of teaching in small stages based on each previous step and the previous one; (2) the formation of knowledge and skills to repeat the action many times; (3) the existence of reading teaching objectives. The term skill adaptation has become a must in any reading curriculum. Objectives described the learner's changed behaviors and behaviors after step-by-step training [6.14].

Furthermore, reading researchers have concluded that "the eye is only a means of the brain, the eye is only able to see, but the brain sees" [7], confirming the views of E. Hughy and S. Artley. is a means of securing them. Eye movement does not determine reading, but reflects the reading process.

The second approach: Cognitive theory. Cognitive theory has raised the question of the connection between the reader's existing knowledge and understanding of these texts and the text that has been realized and read. In the process of processing these data streams, the reader assumes the movement of the data stream from the text stream to the reader and from the reader to the text, which is called R. Anderson, D. Pierson, D. Rumelhart pointed out.

The twentieth century is, as a rule, based on the exchange of subject knowledge presented in texts on various topics or disciplines. The task of assimilating knowledge has made it difficult to analyze complex situations, identify problems and find ways to solve them, gain experience working with different sources of information, develop listener skills, and collaborate with other students that require different perspectives. In this sense, the method of cognitive research is socially conditioned, it assumes a number of ways of acquiring knowledge, the active position of the student, extracting meaning from various cultural works, artifacts. [8.141]

The third approach: The theory of constructivism. The constructivist view of comprehension emphasizes that a student of any age should create a model of a text that can be read. According to modern constructivists, new educational technologies, especially hypertext and hypermedia, are important in that they increase the ability to create meaning, although they still do not allow a person to go beyond the boundaries of time and space.

Constructivists base their basic psychological and pedagogical principles on the works of J. Dewey, J. Piaget, and L.A., who are considered the founders of this trend in the West. S. They take from translations of Vygotsky's works. J. Devi suggested renovating the school to activate students' social and individual activities, solve problems collectively, use play forms in

organizing the learning process, and develop individual independence to help them master the content of education, presented in the form of interdisciplinary knowledge systems. Characteristic learning, despite being a behavioral term, includes several new elements: a sense of difficulty, identification of difficulties, formulation and testing of hypotheses, formulation of conclusions, observation, and experimentation. [6.11]

Thus, constructivism in the works of J. Piaget, J. Dewey, L.S. Vygotsky seeks the possibility of creating a socio-cultural basis of education, the possibility of changing the model of teacher-student relationship, justifying the use of new technologies. It is also important for today to see education in all three theories as evidence of success, as a person's positive response to changes.

The fourth approach: Theory of student responses. Dj. The transaction theory [9] developed by Dewey and A. Bentley (1949) was the basis for the creation of the theory of student responses.

The terms "transactional" and "transacted" reflect an increasingly acceptable view of the world for the twentieth century. L. The analysis of the reading process by Rosenblatt was based not only on the concept of transaction and the trans-active nature of language but also on selective attention. In his view, reading is an event or transaction that involves a particular reader, a particular text, and occurs at a specific time and under certain conditions. It is not enough to analyze two variables to characterize reading: text and reader. This meaning does not exist in a complete form "within" the text or in the "inner world" of the reader, it is created, animated during the interaction between the reader and the text. The context and attitude of the reader determine the student's choice of word meaning. That the generalized concept of "reader" and "literary work" is a convenient science fiction and that there are in fact millions of individual readers reading specific literary works was emphasized by L. Rosenblatt in 1938 in "Literature as a study" [10.304].

L. The theory of student responses, developed by Rosenblatt (1978), is based on the rule of the reader, context, and text transaction (Dj. Dewey, A. Bentley), which emphasizes the subjectivity of reading. L. According to Rosenblatt, a student's actions in reading a text are creative, creative in nature, and they can never be repeated absolutely clearly.

Fifth approach: Integral theory. An integrated theory of reading was developed by the leading American psycholinguist K. Goodman (1965, 1967). Based on his theory, K. Goodman gave the most popular definition of reading today, as a psycholinguistic game of "guessing" [11]. When K. Goodman spoke of the process of reading, he believed that the phases of cognition and cognition should be distinguished from each other. However, unlike his predecessors, he interpreted reading as more perception.

The theory of "errors in reading speech" (incorrect analysis) developed by K. Goodman in the 60s defined a holistic approach to teaching reading in the 80s and 90s. "Mistakes" in reading are important because they reveal the psychological process and the strategies used by the reader (1969). While studying, students make 8 different mistakes: (1) refusing to read; (2) gaps; (3) additions; (4) repetition; (5) the reverse order of the letters in the word; (6) pause-hesitation; (7) self-correction; (8) Substitute the word. The second, K. This is especially important, according to Goodman. They can be graphic-phonemic, syntactic, and semantic. [12.1093-1130]

Sixth approach: Literacy theory. Literacy theory is a phenomenon that has been developing rapidly over the last 50-70 years. It is impossible to analyze the state of the reading state today

without referring to this theory, which considers the role of reading and writing to be a phenomenon of social significance. In addition, according to this theory, phenomena of social and pedagogical significance have emerged, such as teaching literacy and reading literacy, which has been studied in the context of international research on the quality of education through reading.

The theory of literacy, understood as the unity of reading and writing, emerged in the middle of the twentieth century, and then a theory of its types was developed. [13] The most general description of literacy was given by W. Gray during the preparation of UNESCO documents: "Literacy is a set of reading and writing skills used in a social context" (UNESCO, 1956) [14,286]. Since then, literacy has been seen primarily as a socio-economic phenomenon. At the same time, it was emphasized that in those years, reading took the lead in the scope of the concept. All other components of the concept of literacy were considered secondary (Venetsky, 1990) [15]. Information literacy, and then the concept of computer literacy, was formed, which became crucial for the further development of the business and subsequent professional training. Since 1990, after the World Conference on Education in Jomtien, the term "literacy" has been used in the plural and in many situations in life.

Thus, each period formed its own attitude to reading and writing. As social relations changed, scientific understanding of the world developed, and the need for reading, writing and publishing increased. Nowadays, relationships are being defined, spiritual and value orientations are changing, new philosophical orientations are being formed - something remains unchanged - reading remains the basis of a person's development, his mental activity teaching and educating.

Thus, the analysis of the above approaches showed that in the context of the evolution of ideas about reading tasks, theories of behaviorism, cognitive theory, constructivism theory, holistic theory, student response theory, literacy theories were put forward. These approaches are very important for theorists who seek to create a holistic system of ideas about reading and understand how they relate to different methods of teaching reading. Some have now cited them in many sources and promise a rapid increase in reading speed and quality without serious theoretical foundations.

CONCLUSION

At the end of our research we can draw the following conclusions:

First, an important component of the reading process is the principles of voluntariness, learning, comprehension in learning, free choice of activities, conscious motivation for improvement, internal motivation, which are specific driving factors for human development; second, Renaissance thinkers describe a man as a free being, the creator of himself and the world around him so that reading manifests itself as a process of self-knowledge. Unlike other periods, reading is not only a reflection and thinking of the world but also an active approach to changing it; third, the cognitive theory adopted by teachers in the 1980s allowed for the formation of basic principles of teaching, including teaching to read; these principles contradicted the basic tenets of the theory of behaviorism. The theory of student responses, based on transactivity, revised the trinity that defines the theory of reading - the text, the context, the reader. Transaction theory has had a major impact on linguistics; fourth, K. Goodman's holistic theory had the strongest impact on changing the practice of teaching reading in the United States. Between the twentieth and twenty-first centuries, new theories emerged - digital literacy and on-screen reading. The

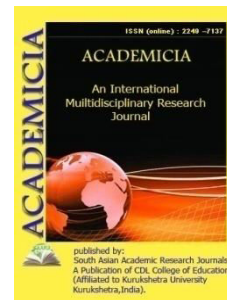
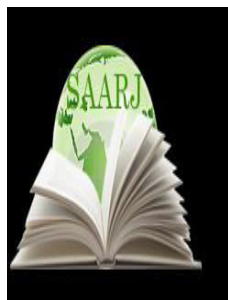
twentieth century was much broader in terms of introducing different approaches to teaching reading than the previous four centuries, which is undoubtedly related to the development of science in general and the establishment of close links between science and education. Thus, by the end of the twentieth century, an understanding of reading would define the goals and methods of teaching this reading.

In conclusion, the different interpretations of the concept of reading, the understanding of its goals and objectives are related to the history of mankind. Their weight in the general cultural space of society has changed over the centuries due to civilization, historical, socio-political, and other changes, as well as the emergence of new text carriers. This or that role, which represents a number of functions of reading, has defined the idea of its main task in a certain historical period and the specificity of approaches to teaching reading activities.

REFERENCES

1. Confucius. Lun Yu. Ancient Chinese philosophy. Collected texts: in 2 volumes. M.: Mysl, 1972. V.1.C. 139-151.
2. Melent'eva Yu.P. Evolution of ideas about the essence of reading // Regional problems of the history of book business: Materials of the II All-Russian scientific conference. -Chelyabinsk, 2011.-P.36.
3. Locke D. Works: in 3 volumes. M.: Mysl', 1985. T. 2.645 p.
4. Stefanovskaya N.A. Existential Foundations of Reading. - Tambov: Publishing house of TSU im. G.R. Derzhavin, 2008. -- 23-bet.
5. Melent'eva Yu.P. Evolution of ideas about the essence of reading // Regional problems of the history of book business: Materials of the All-Russian Scientific Conference. - Chelyabinsk, 2011. 34-bet
6. Reading. XXI century: collective monograph / scientific. ed.-comp. V. Ya. Askarova; Chelyab. state acad. culture and arts. - Chelyabinsk, 2014. -- 11 p.
7. Taylor, E. A. The Spans: Perception, Apprehension & Recognition [Text] / E. A. Taylor // American Journal of Ophthalmology. -1957. -№ 44
8. Bergoff, B. Beyond reading and writing: Inquiry, curriculum, and multiple ways of knowing [Text] / B. Bergoff, K. A. Egawa, J. C. Harste, B. T. Hoonan. -Urbana IL : National Council of Teachers of English. -2000. -141 p.
9. Dewey, J. Knowing and the known [Text] / J. Dewey, A. F Bently. -Boston: Beacon, 1949.
10. Rosenblatt, L. Literature as Exploration [Text] / Louse Rosenblatt. -New York : Noble and Noble, 1983. -304 p
11. Goodman, K. A Linguistic Study of Cues and Miscues in Reading [Text] / K. Goodman // Elementary English. -1965. -№ 42
12. Goodman K. Reading, Writing and Written Texts: A Transactional Sociopsychologic View // Theoretical Models and Processes of Reading / K. Goodman. -International Reading Association, Inc., 1994. - P. 1093-1130

13. Donald L. J. The New Literacies of Online Research and Comprehension Reading with a Lens to the Future as well as a Lens to the Past [Electronic resource]/L.J.Donald.– [S.l.:s.n.],2013.–Режимдоступа: www/slideshare.net/djleu/18th-european-conference-onreading-scira-25034268. – Дата обращения: 02.07.2014.
14. Gray W. S. The teaching of reading and writing, an international survey [Text] /W. S.Gray. –[Paris] : UNESCO; Chicago: Scott: Foresman, [1958]. –286 p
15. Venezky R. L. In Forward Defining Literacy [Text] / R. L. Venezky –Macias, R. M : A Response Definitions of Literacy : International Reading Association, 1990.



DOI: **10.5958/2249-7137.2021.01807.3**

PSYCHOLOGICAL FEATURES OF FEAR AND SOCIOPHOBIA IN CHILDREN

Yokutkhon Islomovna Odilova*

*Lecturer,

Department of General pedagogy and Psychology,
Navoi State pedagogical Institute,
Navoi, UZBEKISTAN

ABSTRACT

The article examines the psychological characteristics of the manifestations of social phobia and fear in children. In addition, the article discusses such issues as children's fear and its characteristics, social phobia and its causes, parental attitude towards the child, emotional discomfort in children, the development of the emotional sphere in ontogenesis, the relationship between mother and child.

KEYWORDS: *Child, Family, Mother, Fear, Social Phobia, Upbringing, Anxiety, Childhood Anxiety, Neurosis, Psychological Games, Stress, Emotional Disorder, Communication.*

INTRODUCTION

Many parents note fears in their children - the child may be afraid of the dark, animals, strangers, monsters or ghosts. Moreover, many fears are the norm at a certain age. For example, from birth to one year, a child's fear as a response to loud sounds or unfamiliar faces is absolutely normal; at the age of 2-4 years, fear of the dark or animals (large dogs, for example) is also the norm. At the age of 6-9 years, a child may be afraid of loneliness, monsters, ghosts. However, parents are always worried and want to know, where is the line between fear, phobia and stress in a child? Parents themselves can answer this question. It is possible to talk about phobia and stress if the child experiences fears at an age for which they are not typical, if his fear does not have a real basis, if the child avoids the object of fear and this greatly affects his daily life, we can say that the child has phobias and stress.

According to A.I.Zakharova, the causes of anxiety in families with children of primary school age In the previous chapter, we made an attempt to systematize the opinions of a number of

authors of foreign and domestic psychology on the problem under consideration [1,94]. So, the basis of anxiety is, according to a number of authors, an internal conflict. In the life of a child, school becomes one of the determining factors in the formation of a personality. The dynamics of the occurrence of anxiety in children of different ages has been studied and established, several causes of anxiety, the relationship between anxiety and gender and age characteristics have been identified. According to E.Yu. Brela, among the reasons that cause anxiety are the following [2,63]:

- Situation in the family;
- School performance;
- Mental capacity;
- Self-confidence;
- Socio-psychological climate in the team;
- Adequacy of physical development.

All the studies we are considering do not link the factors of anxiety and the age characteristics of children with increased anxiety. We know that for each age there is its own specific social situation, that is, certain correlations between the conditions of the social sphere and the internal conditions for the formation of the personality. The interaction of external and internal factors gives rise to typical psychological characteristics common to people of the same age.

In psychology, many works are devoted to the study of primary school age, among the scientists are L. S. Vygotsky, D. B. Elkonin, G. A. Tsukerman and many others. The age limits of this period are the time spent in primary school. When a child enters school, significant changes take place in his life, the social situation of development changes radically, educational activity is formed, which is leading for him [3,42].

In the psychological literature, you can find different definitions of the concept of "anxiety", although most studies agree on the recognition of the need to consider it differentially - as a situational phenomenon and as a personal characteristic, taking into account the transitional state and its dynamics. So T.L. Shishova points out that anxiety is an experience of emotional discomfort associated with the expectation of trouble, with a presentiment of impending danger. Distinguish between anxiety as an emotional state and as a stable property, personality trait or temperament [4,105].

According to E.O. Smirnov's definition, "anxiety is a constantly or situationally manifested property of a person to come into a state of heightened anxiety, to experience fear and anxiety in specific social situations [5,90]. Thus, the concept of "anxiety" psychologists designate a person's state, which is characterized by an increased tendency to experiences, fears and anxiety, which has a negative emotional connotation.

V.M. Astapov distinguish two main types of anxiety [6,55]:

- The first of them is the so-called situational anxiety, that is, generated by some specific situation, which objectively causes anxiety. This condition can occur in any person on the eve of possible troubles and life complications. This condition is not only completely normal, but also plays a positive role. It acts as a kind of mobilizing mechanism that allows a person to seriously

and responsibly approach the solution of emerging problems. Rather abnormal is a decrease in situational anxiety, when a person, in the face of serious circumstances, demonstrates carelessness and irresponsibility, which most often indicates an infantile life position, insufficient formulation of self-awareness.

- Another type is the so-called personal anxiety. It can be considered as a personality trait that manifests itself in a constant tendency to experience anxiety in a variety of life situations, including those that objectively do not dispose of it, are characterized by a state of unaccountable fear, an indefinite sense of threat, a willingness to perceive any event as unfavorable and dangerous. A child susceptible to this state is constantly in a wary and depressed mood, it is difficult for him to contact the outside world, which he perceives as frightening and hostile. Anchoring in the process of character formation to the formation of low self-esteem and gloomy pessimism. Situational anxiety dominates among children of primary school age.

Among the reasons causing children's anxiety, in the first place, according to M.V. Sokolov, social fear is the wrong upbringing and unfavorable relations between the child and the parents, especially with the mother, the rejection of the child by the mother causes him anxiety due to the impossibility of satisfying the need for love, in affection and protection. In this case, fear arises: the child feels the convention of material love. Failure to meet the child's need for love will encourage him to seek its satisfaction by any means [7,66]. Children's anxiety can also be a consequence of the symbiotic relationship of the child with the mother, when the mother feels like one with the child, trying to protect him from the difficulties and troubles of life. It "binds" to itself, protecting from imaginary, non-existent dangers. As a result, the child experiences anxiety when left without a mother, is easily lost, worried and afraid. Instead of being active and independent, passivity and dependence develop. In cases where upbringing is based on overstated requirements that the child is unable to cope with or copes with difficulty, anxiety can be caused by the fear of not coping, doing the wrong thing, often parents cultivate the "correctness" of behavior: the attitude towards the child can include in itself a strict control, a strict system of norms and rules, deviation from which entails censure and punishment. In these cases, the child's anxiety can be generated by fear of deviation from the norms and rules established by adults.

The cause of anxiety is always an internal conflict, the inconsistency of the child's aspirations, when one of his desires contradicts another, one need interferes with another. The contradictory internal state of the child can be caused by: contradictory requirements for him, emanating from different sources; inadequate requirements, inconsistent with the capabilities and aspirations of the child; negative demands that put the child in a humiliated, dependent position. In all three cases, there is a feeling of "loss of support"; loss of solid landmarks in life, uncertainty in the world around.

The child's internal conflict may be based on an external conflict - between parents. However, confusing internal and external conflicts is completely unacceptable; contradictions in the child's environment do not always become his internal contradictions. Not every child becomes anxious if his mother and grandmother dislike each other and raise him differently. Only when the child takes to heart both sides of the conflicting world, when they become part of his emotional life, all conditions are created for the emergence of anxiety. In the child's soul, it is not the educational systems of the mother and the grandmother that are in conflict, but his own desire not to upset his mother, his own desire to please the grandmother.

Likewise, it is not the disintegration of the family in itself that makes the child anxious, but the internal incompatibility of good feelings for both relatives, who have become enemies to each other.

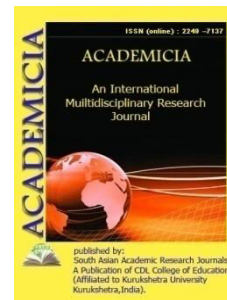
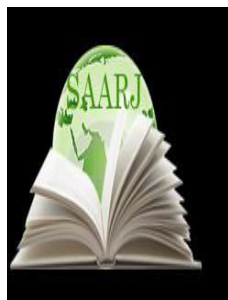
According to A. Freud, why do externally similar conflicts in some children penetrate deep into the soul, while other children remain indifferent to them? There are many reasons, but the main one is what relationships are significant for the child. When, for example, the mother is the only significant figure for a child, the slightest friction in their relationship can turn into a tragedy. Let's not be "afraid of wolves" - those possible contradictions that may arise between the protective care of the family and the norms of masculinity appreciated in boyish companies [8,115]. It is nevertheless necessary to "go to the forest" - it is the diversity, the interweaving of meaningful relationships that allows the child to resolve the contradictions that arise here and there in life. Conflict does not lead to anxiety when there are many points of support. But no one manages to avoid conflicts; does this mean that the child is doomed to anxiety? Not at all. Children who fell ill with neuroses just because they were frightened by a suddenly barking dog, or upset by a shouting teacher, or a scandalous quarrel in the family infuriated them - such children practically do not exist.

In relation to such one-time stresses, the child is much more resilient than they think. Nature has provided man with a powerful forgetting mechanism that relieves our consciousness of the burden of carrying a heavy burden of unpleasant memories. Anxiety penetrates into the child's soul only when the conflict permeates his whole life, preventing the realization of his most important needs. These essential needs include: the need for physical existence; the need for intimacy, for attachment to a person or to a group of people; the need for independence, for independence, for the recognition of the right to one's own "I"; the need for self-realization, in the disclosure of their abilities, their hidden powers, the need for the meaning of life and purpose.

In conclusion, pronounced manifestations of anxiety are observed in well-performing children, who are distinguished by conscientiousness, self-exactingness, combined with an orientation towards grades, and not to the process of cognition. It happens that parents focus on high achievements in sports and art that are not available to him, impose on him the image of a real man, a strong, courageous, dexterous, not knowing defeat, the lack of compliance with which hurts boyish pride. The forced participation of the child in matters that are not of interest to the student puts him in a situation of inevitable failure. In an effort to develop in a child such qualities as conscientiousness, obedience, accuracy, teachers often aggravate the already difficult situation of the child, increasing the pressure of requirements, the failure to fulfill which entails internal punishment for him. Undoubtedly, a conscientious attitude to business is necessary, but the student's business is a special business in which the process is more important than the result and is weakly connected with it. In general, this is one of the psychological reasons for the emergence of children's fears and social phobias in the family, when the parents mistreat the child.

REFERENCES:

1. Zakharov A.I. What our children dream about. SPb .: Soyuz, 1998 .-144p.
2. Brel E.Yu. Socio-psychological factors of the formation of anxiety in primary schoolchildren and the ways of its prevention and correction. Diss. to apply for an account. degree. Tomsk, 1996 .- 236 p.
3. Markovskaya I.M. Diagnostics and training of interaction between parents and children. Abstract of thesis. Diss. Cand. Psychological Sciences. SPb., 1996 . - 24p.
4. Shishova T.L. Fears are serious. How to help a child get rid of fears - M .: "Iskatel Publishing House", 1997. - 245 p.
5. Smirnova E.O. Formation of interpersonal relations in early ontogenesis // Questions of psychology. - 1994. № 6. - P. 5 -15.
6. Astapov V.M. Anxiety in children. M., 2001 . - 160 p.
7. Sokolova M.V. Features of parental attitude at different age stages of child development: dis. Cand. psychol. nauk.- M., 2002. - 155 p.
8. Freud A. Theory and practice of child psychoanalysis. Volume 2. M .: Eksmo-press, 1999 . - 263 p.



DOI: **10.5958/2249-7137.2021.01808.5**

THE IMPACT OF HISTORICAL MONUMENTS ON HUMAN SPIRITUALITY

Oktamjon Ergashevich Abdullayev*

*Dean of the Faculty of Arts,
Namangan State University,
UZBEKISTAN

ABSTRACT

During the years of independence, the study of history in our country on the basis of written sources has become more important, the study and promotion of cultural and spiritual heritage created by our ancestors in the distant past has become a topical issue. The forgotten names of our ancestors, who made a great contribution to the development of science and culture, have been restored.

KEYWORDS: *Architecture, Monuments, Historical Monuments, Spirituality, Traditions, Domes, Madrassas, Mosques, Tiles, Patterns, Arches, Castles, Structures.*

INTRODUCTION

Every country has historical monuments and reminiscent of the past and glorious history of its people. Through these monuments, a person receives spiritual nourishment, is proud of the history of his country and feels a sense of pride. There are many man-made monuments in the world that have been preserved for thousands of years and have not lost their charm. But each has its own place, prestige and significance. We know from history that the human race has always valued art and strived for beauty. It is through these qualities that he has created incredible innovations with his skillful hands. These include scientific achievements, works of art and, of course, architecture. One forgets one's past and traditions as long as one lives in the present and does not look at the maze. People who do not know their history have no future. Many historical and architectural monuments of the past have survived in our country. Architectural monuments are part of the spiritual heritage of the country and the people and are an integral part of spiritual education.

THE MAIN PART

As the First President of the Republic of Uzbekistan Islam Karimov said, “The spirituality of any people or nation cannot be imagined without its history, unique customs and traditions, and vital values. Of course, one of the most important things in this regard is the spiritual heritage, cultural riches, ancient historical monuments”¹³. The majesty of the architectural monuments attracts not only domestic tourists, but also foreign art lovers through its unique architectural style and tastefully designed patterns. Visiting these monuments inspires both pride and pride in the hearts of the younger generation. A person who is proud of his country’s past aims to become a generation worthy of his ancestors. Every historical monument created in antiquity connects us with the past and helps us to feel the breath of this period. It is no coincidence that the role of historical monuments is one of the forces influencing human spirituality. Such buildings are the product of human labor, delicate taste and unique ideas. The human factor is still highly valued by the world community. Historically, only powerful countries have been able to finance such projects. As Amir Temur said: “Whoever wants to see our glory, let him look at the buildings we have built”¹⁴. The word itself reminds us of our great history of statehood. Visitors to historical monuments feel as if they have fallen into the past, into a magical land, and this is the way of life. Everything from the grains of sand used in the construction of historical monuments to the unique patterns and gilded ornaments seem to come into being and tell the visitor about this period. The high level of attention paid to historical monuments from the first years of independence is also a sign that they are important for future generations. Seeing such monuments gives everyone spiritual nourishment and spiritual renewal. Samarkand has more than 290 architectural and about 2,000 archeological monuments. Historians and writers also call this city “Rome of the East”, a precious gem of the Eastern Muslim world¹⁵. During the visit of the President of the Republic of Uzbekistan ShavkatMirziyoyev to Samarkand region in April 2020, to create favorable conditions for tourists to get acquainted with the unique historical, cultural and architectural heritage, revive pilgrimage tourism, in general, further develop the tourism potential of the ancient land A number of instructions were given on. As a result, certain work is currently underway. In particular, specific measures have been identified for the implementation of pilgrimage tourism in Samarkand region. Samarkand has 1105 archeological, 670 architectural, 37 attractions, 18 monumental, 21 memorial objects, a total of 1851 objects of material and cultural heritage. The mausoleum of Amir Temur, Registan ensemble (Sherdor, Tillakori, Mirzo Ulugbek madrasas), Bibihanim and HazratiHizr mosques, Shahi Zinda monument, Khoja Doniyor shrine, Mirzo Ulugbek observatory, Nodirdevonbegi complex in Samarkand district, There are many other historical buildings such as Ahror Vali Mosque, Gavsul Azam in Urgut district, Khoja Omon, Chor Chinar shrines, Imam Al Bukhari complex in Payariq district, HazratiDavud shrine in Nurabad district. Each of them has a unique beauty. It is through these features that Registan Square attracts people from all over the world. On the site of the Ulugbek caravanserai (15th century) built during the reign of Ulugbek, the governor of Samarkand, YalangtoshbiBahodir, built a madrasa and a mosque (1641-46). At the base of the caravanserai is the Madrasa (northeast), and instead of the cells, there is a domed mosque (to the

¹³ Karimov I. Yuksakma’naviyat – yengilmaskuch. - T.: Ma’naviyat.2008. - B.30

¹⁴ Amir Temur g’ururimiz-faxrimiz –T.: O’zbekiston, 1998.-B.48.

¹⁵ Vaxitov M., Mirzayev Sh. Me’morchilik. 1-qism. – T.: Tafakkur,2009.-B.109

west). Originally it was called “Yalangtoshbiy small madrasah”. Later, the mosque was called “tillakori” (made of gold) because of the amount of gold used to build another monument¹⁶.

Tillakori Madrasa was used as a city mosque and madrasa. Therefore, the mosque (63x22 m) is distinguished from other madrassas by its large size and grandeur. The entrance to the madrasa (70x70 m) is through the western roof. The base of the mosque’s khanaqah (10.8 x 10.8 m) is high and can be seen from afar. His dome is not finished. The altar and the staircase are made of marble. At one time, both sides of the khanaqah, which was attractively decorated with gold ornaments, were occupied by arches (corridors) with domed roofs. The marble slab on the roof says that the decorative work was done in 1659-1960. The fact that a single make-up job took such a long time is also a proof that the madrasa was decorated with high taste. First of all, the visitor is fascinated by gold and dazzling ornaments. The color of the tiles is unparalleled, and no similar color has been found in research. The tiles in the high domes are turquoise in color and have a special splendor. Each ornament dazzles the eye with its uniqueness and harmony. The richness of the decorative themes, the extreme variety of patterns and the charm of the reliefs are unparalleled in any other building. The carved cups on the altar are gilded and embossed with inscriptions from the verses of the Holy Quran. From the doors of the madrasa to the arches, it is decorated with special taste and attention. Each door is decorated with intricate patterns and calligraphic-style inscriptions. Before entering the monument, the human eye begins to dazzle with gold ornaments. The courtyard is 50x50 meters, all covered with unique marble. He recognizes the architectural skills of the person who sees the madrasa.

Archaeological excavations show that the city is at least 2,500 years old. All this is part of UNESCO’s declaration of Khiva as a city of nature reserves, Ichan-kala, which is the inner part of the city, was recognized as a historical monument of world importance. The book “Avesto” provides historical information about Khorezm. Herodotus, known as the “father of history”, spoke about Khorezm and the Khorezmians. Beruni told about the ancient agriculture in Khorezm. Khiva is one of the few cities in the world where historical buildings, entire buildings and structures, in fact, an entire open-air city, have practically survived in their historical state. The monumental structures of Khiva in the late 18th and mid-19th centuries seem to have created a city that has been rebuilt, and we are amazed by the speed with which it was built during the lifetime of only two or three generations of masters. But other catastrophic events - accidental construction on small plots of land, overcrowding and lack of land - have led to the incredible beauty, elegance and diversity of the architectural structures here. Ichan-kala, which is the largest and most densely populated part of Khiva, has become a museum of architecture, and its monuments show us the most beautiful works of folk masters. Traditionally, the spiritual center of the city was its large, or Friday mosque. It is believed that the planning of the mosque was based on the constructions of the X-XII centuries. The Juma Mosque in Ichan-kala was also rebuilt in the late 18th century, but it retains a number of features of the classical buildings of the East¹⁷. This unique one-story building has no front entrance portals, domes and round arches, it is a huge hall with a flat roof, built on 213 wooden carved columns, built in the X-XVII centuries AD. They come in a variety of sizes, shapes and decorations, reflecting the high artistic value of the mosque. According to scholars, all of these features bring this mosque closer to the ancient mosques in Arabia.

¹⁶Yunusov M., Saidov M., Yuldashev R. O'zbekiston arxitektura yodgorliklari tarixi. –T:, Navro'z, 2011.- B.143.

¹⁷Хива минг гумбаз шаҳар. – Т:, 2004. – Б. 26.

The largest of the madrassas is the Muhammad Aminkhan Madrassah. Its distinctive features are the double rooms. The doors and bars are decorated with beautiful carvings. It is difficult to imagine medieval cities without outer walls and towers, and without an arched fortress inside the city. The same is true of Khiva. Ichan-kala used to be surrounded by huge fortress walls. In the middle of the 19th century, a new fortress with ten gates was built around Khiva. From then on, this larger ring of the city became known as Dishan-kala, or “outer fortress”¹⁸. In the spiritual life of Khiva, sacred places - tombs and mausoleums - had a special place.

One of the most noteworthy shrines is the mausoleum of Pahlavon Mahmud, a tanner by profession, a hero by body, a philosopher by spirit, and a poet by heart. Gradually, a tomb was built around the tomb of Pahlavon Mahmud, where the tombs of people belonging to the khan's clan were located, and then a large complex of buildings belonging to the mausoleum was built. In the Middle Ages, Khiva was the city of scholars. There were large centers of science - astronomy, mathematics, medicine, the great scientists Abu Rayhan Beruni, Abu Ali ibn Sino (Avicenna) lived and worked here. King Mamun ibn Muhammad had some of the greatest oriental scholars of the Middle Ages, who founded the Ma'mun Academy. Famous 19th century poets Shermuhammad Munis and Agahi created their works here. It is no coincidence that the city was awarded the title of “Pearl of the Khorezm oasis”. In its heyday, the Khorezm state was the largest center of international trade, a key part of the Great Silk Road. Merchants came here from the Volga region, India, Iran, and caravans from here to the Middle East, East Turkestan and China. Various trade routes from Khiva led to Mongolia, through the steppes of Kazakhstan to Saksin, a Scythian city on the Volga River, and from there to the Russian principalities and Europe. Archaeologists are discovering new routes of ancient caravan routes, including from Khorezm to Mangushlak and from there by sea to the Lower Volga. This indicates that the Khiva merchants took control of much of Central Asia's trade with Eastern Europe. seems to have come. Khiva is such a legendary city.

One of them is Kalta Minor. The tower differs from all other buildings in the country by its mystery, charm, originality and luxury. The construction of the tower began in 1853 and was not completed. However, it still attracts historians. One of the things that amazes the visitor is that the foundation is 15 meters deep. The height of the tower is 29 meters. If it was built at the end, it would be 100 meters. The light of the patterns dazzles the eye when the sun rises. The building shrinks from bottom to top to make it stronger. Each inch is decorated with unique, elegant geometric patterns. The naming is determined by its conical appearance. . It looks huge and powerful to the human eye. The tower is entered from the 2nd floor through wooden stairs. The composition of colors used in the decoration process is still a mystery. Another surprising aspect is that in some buildings an entire room is heated by a candle placed on shelves carved into the wall. Even in the Juma mosque in Khorezm, the imam's words reached the entire area through holes in the wall. Mulberry trees have been planted in the yard of the building to prevent soil erosion. All this proves the ingenuity, foresight and dedication of the architects of that time. The fact that the industry of various means has not yet been discovered shows that the work on the construction of each building has not been repeated and is a professional secret. Each region has a unique architectural style. The valley is no exception. Like any other historical monument, Khudoyorkhan Orda, the symbol of Kokand, differs from the others in its special features. The building was built in the second half of the XIX century by the order of Khudoyorkhan under the

¹⁸ Эшов Б. “Ўрта Осиёнинг қадимги шаҳарлари тарихи”- Т.: “Маърифат”, 2009.- Б.156

direction of architect Mir Ubaydulla. The tiles were skillfully made by Rishtan master Abdullah. The building is built on a hill with a high brick foundation. One of its peculiarities is that it has about 100 large and small rooms. In the center there is a khan's residence, a saloon. In the second courtyard, there was a harem, each with a delicately decorated aisle. Cast-in-place plaster was widely used. The walls were made of baked bricks and many arches were left. The monument is masterfully decorated with handmade patterns and rivets. Each room is decorated with carved plaster, and the ceilings are decorated with elegant and colorful flowers. The walls are decorated with unique and unrepeatable patterns. Precious marbles are skillfully laid on the porch stage. The visitor feels like a khan for a moment in the embrace of luxury and royalty.

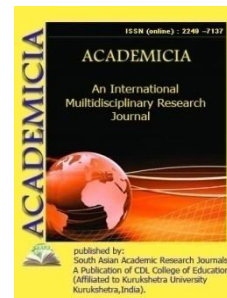
There are hundreds of such monuments in our country. If young people are taken to these monuments, they will once again realize what a great country they are and the descendants of wise people. Such monuments serve not only for that period, but also for the present. Their place today is assessed by the fact that they attract tourists to our country and introduce the name of Uzbekistan to the world.

CONCLUSION

In short, when a person forgets himself, his ancient values and traditions, or treats them with the slightest indifference, he encounters and overcomes spiritual threats. That is why such historical monuments in our country always ring a bell like a bell reminding the younger generation of who we are, who our descendants are and, of course, what we can achieve in the future. The educational aspects of the construction of monuments are also taken into account, as a vivid example of the fact that the doors of each room in the monuments are made lower than the height of the person, which inevitably forces a person to bow to the person sitting in the room. This is also one of the peculiarities of the spiritual upbringing of the East. Anyone who has seen the monuments with their own eyes will encounter many such wonderful and educational situations. Therefore, in order to carry out such work consistently, we need to acquaint young people with historical monuments and teach them to preserve them. It is better for them to visit once than to read the history of such monuments a thousand times. The role of such monuments in the spiritual development of young people is invaluable, and it can not be overestimated. We need to preserve them, help spread their fame to the seven climates, and pass them on to future generations in their original form. After all, every child in this country has the right to receive food from the glory of the past through these monuments.

REFERENCES:

1. Karimov I. Yuksakma'naviyat – yengilmaskuch.- T.: Ma'naviyat.2008, - Б.30
2. Amir Temurg'ururimiz-faxrimiz –T.:O'zbekiston, 1998.-Б.48.
3. Ахмедов Б. СохибыиرونТемур. – Т.:, 1996
4. Эшов Б. “ЎртаОсиёнингқадимгишахарларитарихи”- Т.: “Маърифат”, 2009.- Б.156
5. VaxitovM., MirzayevSh. Me'morchilik. 1-qism. – Т.: Tafakkur,20095.Хива мингтумбазшахар. – Т.:, 2004.
6. YunusovM., SaidovM., YuldashevR. O'zbekistonarxitekturayodgorliklaritarixi. –Т.: Navro'z, 2011.
7. Ўзбекистон тарихивамаданияти. Маърузалартўплами. Ш.Каримовтахририостида. Т.: Ўқитувчи, 1992.



DOI: **10.5958/2249-7137.2021.01786.9**

IS INFRASTRUCTURE A STUMBLING BLOCK OF ENGINEERING EDUCATION IN INDIA: A STUDY

Mrs. Sarojini Devi Ummareddy*; Dr. S.S. Prasada Rao**

*Research Scholar,
GITAM Institute of Management,
Visakhapatnam, INDIA
Email id: sarojiniummareddy3@gmail.com

**Ph.D. Professor,
GITAM University, Visakhapatnam, INDIA
Email id: profsspr@gmail.com

ABSTRACT

The country's education system is plagued with inadequate infrastructure and faculty. Higher Education Institutions, should ideally be guided by Education 4.0 and NEP 2020 which are premised on the planks of technology, flexibility, customization, and experiential learning. But there is no adequate investment on infrastructure as reflected in (1) poor employability of graduating students, (2) low placements, (3) poor reputation of the college in the eyes of the employing industries, (4) low occupancy rate, and (5) low success in securing research grants. Nevertheless, promoters are, apparently and quite strangely, unwilling to invest in this critical area. They don't seem to understand the positive impact of such investment on their success. This research attempted to establish the link between investment in infrastructure and their success. Originality: This research establishes the link between investment in infrastructure and success outcomes clearly to drive home the need for investment in infrastructure. In this part of the world, promoters are still clueless about why they should invest in infrastructure. Findings:(a) Offering of New Age courses moderately influences Occupancy Ratio (Admissions) of graduate students; (b) creating Hostel Facility for students does not influence any of the success outcomes chosen for research; (c) library resources, i.e., Journals, Volumes, and Titles have some modicum of relationship with success outcomes, but Computers have nothing to do with success outcomes. Importantly, Journals moderately influence the success outcomes, i.e., 1st Division, Placements, and Graduate Admissions; and (d) Online Library facility in some way influences

Occupancy Ratio (Admissions). Managerial Implications: With the findings of this research, promoters of educational institutions are shown the way forward and counselled to invest in specific areas like introduction of new age courses, and adequate resources in the library.

KEYWORDS: *Engineering Education, Higher education, Infrastructure, Library, and Services Industry.*

INTRODUCTION

India boasts a large pool of technical human resources, and a fairly large portion of them is finding employment in the developed countries (Kaul, 2006). Globalised businesses, and growth of IT-enabled services, which would potentially create a large overseas employment for Indian graduates, point our country's education industry in the single direction of developing high quality technical education. Interestingly, provisioning of higher education has become a global business arena and thus makes a good investment avenue for both government and private sectors.

Farinha et al (2018) found in their research that for countries including India which are considered to be at Stage 1 of economic development, higher education and training which is said to be the fifth among 12 important pillars for Global Competitiveness Index contributes significantly to their global competitiveness.

India has a large education-ready young population of 500 million persons in the age bracket of 5-24 years. The number of universities in India by December 2020 is 967 while that of AICTE-approved institutions is 9700 with 37.5 million students enrolled in higher education in 2019. India saw a gross enrolment ratio (GER) of 26.3% in 2019. The AICTE-approved institutions, in all, offer 4100 undergraduate, 4951 post-graduate, and 4514 diploma courses in 2020-21. The expected growth of higher education in India in the next 2 to 4 years is 38%, achieving a GER of 50. India expects that 20 universities in India will find place in the list of the top 200 world class universities. It is expected that one in every four graduates in the world will be a product of Indian higher education (*Education & Training Sector in India: Education System, Growth & Market Size | IBEF*, July, 2021).

The World Bank in its working paper (Blom & Cheong, 2010), notes that Indian technical and engineering education system is huge and complex and requires reforms. The key issues include (1) fair access and affordable participation, (2) tremendous growth of private institutions with issues of governance, autonomy and accountability and (3) inadequate partnerships with industry and peer institutions for effective delivery; these issues need to be addressed, if India has to give more employment opportunities to the graduating students, and to prepare them to compete in the international arena too.

The country's education system is plagued with inadequate infrastructure, faculty position vacancies, low student enrolment rate, outdated teaching methods, poor research quality, cramped classrooms, and socio-economic imbalances. The number of HEIs and their intake increased enormously but the quality of learning delivery has a lot to be desired (K. Kamar & Selvarani, 2015).

The problems and challenges currently faced by higher education in India as identified in the New Education Policy 2020 document include : (1) a highly fragmented higher educational

ecosystem which is characterised by disconnection from one another; (2) low focus on cognitive skills and learning; (3) early, rigid, and narrow specialisations; (4) poor access to disadvantaged communities and lack of impartation in local languages; (5) limited autonomy to teachers and institutions; (6) inadequate opportunity for merit in teaching career; (7) lacklustre research focus; (8) poor governance and leadership of HEIs; (9) errant regulatory mechanism, and (10) large affiliating university and the consequent low standards of undergraduate education (*National Education Policy 2020*, 2020).

Quality Orientation

Organisation for Economic Cooperation and Development (OECD) 2030 Future of Education and Skills Project advises the nations that new education standards should consist of an educational framework that combines knowledge with new age skills of creativity, critical thinking, communication and collaboration; they necessarily require self-directed learning and personalization besides values and attitudes (Yeravdekar et al., 2021)

Education 4.0 and NEP 2020

Higher Education Institutions, regardless of who owns them, should ideally be guided by Education 4.0, which is a new wave of transformation of education, and NEP 2020 (New Education Policy 2020 of India) which are premised on the planks of technology, flexibility, customization, and experiential learning. Education 4.0 is aligned with the needs of fourth industrial revolution. It is student-centric and thus empowers the student to choose and make their own learning paths based on their final, intended outcomes. In the light of this, HEIs should redesign the ecosystem to ensure student learning experience, self-paced learning, employability, and research excellence. Ultimately, education system should produce graduates that can occupy global leadership positions. Broadly, micro credentials, blended learning, use of technology for teaching and learning, collaborative and cooperative research efforts, cross-border partnerships, interdisciplinary linkages, institutionalised technology infrastructure, and ensuring student experiences are some success factors that world class institutions focus on ((Yeravdekar et al., 2021); the same can be guiding principles for all other HEIs intending to make their mission a success.

Infrastructure

Chauhan and Sood (2018) observed that during the past 15 years, there has been an explosion of technical education institutions and their permitted intake; while expansion of educational facilities is welcome, it has caused the mushrooming of non-viable institutions due to improper planning; it is also common knowledge that the quality of technical education is deteriorating at an alarming speed; private institutions have an important and major role in imparting engineering education in Himachal Pradesh but there are two challenging issues that require immediate attention of the governments and institution promoters ; they are : (1) inadequate infrastructure, and (2) shortage of competent faculty ; quality of education will improve only if they are addressed immediately.

Kumar (2014), in his doctoral thesis on quality initiatives in technical education institutions, notes that in spite of tremendous growth in engineering education institutions in India, the system is plagued with a multitude of issues; some important ones among them include: dilution of quality, infrastructural inadequacy, faculty shortage, quick earning motivation etc.

Zainab (2017) found in his study that as regards the land of private technical education institutions, it is somehow conformed to the AICTE norms, but in reality it is inadequate to support the different activities of the institutions; particularly, the buildings and classrooms are cramped and quite inadequate since they are apparently not according to ideal requirement.

Chaturvedi (2003), Kalpana (2012) and Devi (2013), based on their studies, suggest that physical facilities including latest equipment in the labs, wi-fi etc should be provided; working conditions of the faculty should be improved and provided with necessary resources like computers, internet, decent rooms for sitting and reading, and also fresh and hygienic work areas and restrooms; regulatory body should keep a check on the availability of such essential requirements.

Hussain, Akhtar and Lavanya (2014) found through their study that students and faculty wanted enough number of computers and well -equipped cubicles for accessing e-content. Their study concluded that engineering colleges, to keep the users satisfied, should provide well-equipped libraries with good hardware and software and a well - curated collection of e-resources.

Ressler, Ressler and Stanton (2010) proposed a model for educational capacity building for Afghanistan, with 5 parallel axes as recounted in the following: (1) Physical Infrastructure composed of buildings, classrooms, labs, hardware, software, and communications systems; (2) Faculty with a well-conceived design for long-term professional development, who can create and offer appropriate curriculum; (3) Technical personnel to support labs, hardware, software, communication systems etc.; (4) Curriculum designed and implemented for continuous learning of integrated courses as well as co-curricular learning; and (5) Governance and leadership development for formulating policies and effective program administration. This model underlines the importance of physical infrastructure and faculty development.

Libraries

Saleem, Tabusum and Batcha (2013) have studied the extent and pattern of application of ICT and use of ICT tools in the academic libraries of India; they found the inadequacy of up-to-date infrastructure, and thus suggested provisioning of additional ICT equipment and services to modernise the libraries.

Haneefa (2007) who studied on “Use of ICT Based Resources and Services in Special Libraries in Kerala, India” reported that a good number of users are not satisfied with the access and availability of e-resources in the libraries, citing inadequate ICT infrastructure as a major reason; further, it was suggested that the library staff need to be trained in the use of ICT-based resources.

Mahindra & Kumar (2015) found in their study that 57.7% users visit the library on a daily basis; 71.9% of the respondents opine that library is of great help in their academic success. They also found that library environment and library services are responsible for user satisfaction to an extent of 26.2 (a significant regression coefficient/beta value).

Computers

Computer infrastructure and libraries make a critical component of academic system for providing teaching, research, and learning resources; adequate computer infrastructure supports library in making the latter effective. Computer Infrastructure (CI) facilities are the primary tools

to automate library functions and provide services easily and accurately (Rao & Choudhury, 2010). Besides, for the best use of library and its services, the users find it convenient to use and access CI facilities in the process of meeting the important academic needs. The information revolution is the central phenomenon in the contemporary world comprising information profusion and computer technology. Libraries are no longer storehouses of information but facilitators of access to information. Technology has changed the entire concept of libraries from holding to access (Khalid, 2000).

Theories on Infrastructure

Porter's Value Chain theory (Porter, 1985) postulates that value for the customers is built through focusing on 5 main activities and 4 supporting activities; infrastructure is one of four supporting activities of an organization; superior customer value and his delight flow from infrastructure.

Parasuraman, Zeithaml, and Berry proposed a service quality measurement model, called SERVQUAL, which is premised on five dimensions of service. They are: (1) Tangibles, (2) Reliability, (3) Responsiveness, (4) Assurance, and (5) Empathy. The primary source of tangibles, reliability, and assurance is infrastructure. Grönroos proposed a model of service which is premised on three dimensions: technical, functional and image; all the three dimensions are rooted in infrastructure. Haywood-Farmer (1988) discussed a service quality model comprising three basic attributes, namely, (1) physical facilities, processes and procedures, (2) conviviality of staff and pleasant people behaviour and (3) professional judgment; the first attribute is a product of infrastructure. Brady and Cronin (2001) developed a model for evaluating service quality. This model postulates that service quality is determined by (1) interaction quality; (2) physical service environment quality and (3) outcome quality that was formed by waiting time, tangibles, and multiple choices; the second and third kinds of quality is based on physical infrastructure. Philip and Hazlett (1997) proposed a hierarchical structure model called P-C-P for assessing service quality in service institutions. The model was based on (1) pivotal, (2) core, (3) and peripheral attributes. Core and peripheral attributes result from infrastructure. Extant theories claim with one single voice that infrastructure is an essential component in the system of service delivery.

Investment on institutional infrastructure is often advised by the quality advocates, regulatory bodies, and peers, since infrastructure is generally believed to be the cornerstone of quality.

On one side, investment on infrastructure is advocated incessantly hammer and tong, but in this part of the world, complying with such advice, on the other, is not honoured; the outcomes of such inadequate investments are reflected in the indicators like : (1) poor employability of graduating students, (2) low placements, (3) poor reputation of the college in the eyes of the employing industries, (4) low 1st division pass percentage, (5) high faculty turnover, (6) failure to attract high IQ and highly motivated students, (7) low occupancy rate, (8) low success in securing research grants, and (9) failure to retain accreditation or obtain fresh accreditation.

Infrastructural investment advice apart, institutional promoters, who first enthusiastically invested in expensive basic infrastructure like land and building, are later, strangely enough, baulking at investing adequately on the infrastructure. Lack of investible funds is one factor that may prevent them from investing. But, in view of multiple opportunities that are openly available to those seeking finances, investible funds can in the least be an obstruction.

Apparently, the promoters are suspicious of the link between (a) investment in infrastructure and (b) institutional success outcomes like occupancy (Admissions), and student success outcomes like Placements, Pass, and Annual Salary Package for the placed students.

This research, thus sets out to find out link between institutional infrastructure and the college and student success outcomes. The following hypothesis is formulated to proceed with our research.

Hypothesis

Infrastructural Investment in: (1) Availability of New Age Courses, (2) Students' Hostel Facility, (3) Number of Volumes available in the library, (4) Number of titles available in the library, (5) Number of Journals available in the library, (6) Number of computers available in the college, and (7) Availability of Online Library Facility does not influence the college and student success outcomes including (1) Admissions, (2) Placements, (3) 1st Division Pass, and (4) Annual Salary Package.

It goes without saying that there are other clear indicators like lands, buildings, classroom equipment etc than the ones taken here but unfortunately the quality of data that would come from the respondents is not clearly dependable., and importantly this researcher has no control over what comes from the respondents.

Research Method

Data was collected from 70 engineering colleges in Telangana of India on the foregoing parameters. For comparability of data of one college with another, percentages and quotients were computed instead of absolute figure which vary from college to college, depending on the permitted intake of the college. Due to limitations in access to the data which originates from private entrepreneurs who hesitate to share their data even for right reasons, sample could not be larger. Shared data, for what it is worth, is used in the research. The data was accepted and used as it is, since the researchers have no control over the quality of the data.

To investigate into the influence of infrastructure on college success outcomes, analytical techniques used are as follows.

To check the influence of (1) Availability of New Age Courses, (2) Students' Hostel Facility, and (3) Number of Computers Available and (4) Availability of Online Library Facility on (1) Admissions, (2) Placements, (3) 1st Division Pass, and (4) Annual Salary Package, means were calculated and compared.

But, to find out the link between (1) Number of Volumes available in the library, (2) Number of titles available in the library, and (3) Number of Journals available in the library and (1) Admissions, (2) Placements, (3) 1st Division Pass, and (4) Annual Salary Package, correlation coefficients were calculated.

Findings and Discussion

Availability of New Age Courses

TABLE # 1 COMPARISON OF MEANS

Are New Age Courses Offered?		N	Mean
Percentage of Admissions in 2020 as against Intake	No	27	68.89

Permitted	Yes	43	79.47
First Division Quotient	No	27	0.115
	Yes	43	0.077
Placements Quotient	No	27	0.105
	Yes	43	0.072
Salary Quotient	No	27	614.145
	Yes	43	423.509

The mean scores of Graduate Admissions in the colleges offering New Age courses and those not offering New Age Courses are calculated and presented in Table # 1.

The mean scores of graduate admissions in the colleges offering New Age courses are higher than those not offering them, which means that colleges offering New Age courses are successful as far as Admissions are concerned. But, on other parameters like Placements, 1st Division Pass, and Annual Salary Packages, this investment in New Age courses does not make any difference.

So null hypothesis that New Age courses offered does not influence Admissions is not accepted but the remaining part of null hypothesis relating to other success parameters including Placements, 1st Division Pass and Annual Salary Package is accepted.

Students' Hostel Facility

TABLE # 2

Is there students' hostel in the campus?		N	Mean
Percentage of Admissions in 2020 as against Intake Permitted	No	15	81.800
	Yes	55	73.636
First Division Quotient	No	15	0.129
	Yes	55	0.081
Placements Quotient	No	15	0.120
	Yes	55	0.075
Salary Quotient	No	15	601.173
	Yes	55	468.640

The mean scores of Graduate Admissions, 1st Division Pass, Placements, and Annual Salary Package of colleges having Students' Hostel and those of colleges not having it are calculated and presented in Table # 2.

The mean scores of Graduate Admissions, 1st Division Pass, Placements, and Annual Salary Package of colleges having Students' Hostel are not greater than those of colleges not having this facility.

Hence, null hypothesis that there is no link between having Students' Hostel and the chosen success parameters, is accepted in full.

Library Resources

TABLE # 3

		Percentage of Admissions in 2020 as against Intake Permitted	Library Volumes Quotient	Library Titles Quotient	Library Journals Quotient	Computers Quotient
Percentage of Admissions in 2020 as against Intake Permitted	Pearson Correlation	1	.143	.113	.288*	.056
	Sig. (2-tailed)		.237	.352	.016	.643

The relationship between Graduate Admissions and the library resources including Volumes, Titles, Journals, and Computers is explored with Pearson Correlation. Correlation Coefficient is calculated and presented in Table # 3. It is found that a weak correlation ($r(70) = 0.288$, $p = 0.016$) exists between Graduate Admissions and Journals. Hence, null hypothesis, in part, is not accepted; it means that the number of Journals available in the library influences Occupancy Ratio (Admissions), but accepted in the case of 1st Division, Placements, and Salary Packages since correlation does not exist as reported in the above Table # 3. It may be noted that correlation coefficient does not indicate any causal link but just one variable moving with the other variable.

1st Division and Library Resources

TABLE # 4

		First Division Quotient	Library Volumes Quotient	Library Titles Quotient	Library Journals Quotient	Computers Quotient
First Division Quotient	Pearson Correlation	1	.285*	.255*	.560**	-.025
	Sig. (2-tailed)		.017	.033	.000	.839
	N	70	70	70	70	70

1st Division and Library Resources are correlated (Table # 4) as follows.

(1) Volumes and 1st Division ($r(70) = 0.285$, $p = 0.017$), (2) Titles and 1st Division ($r(70) = 0.255$, $p = 0.033$); (3) Journals and 1st Division ($r(70) = 0.560$, $p = 0.000$).

Interestingly, Journals have a moderate correlation with 1st Division, while Volumes and Titles are weakly correlated with First Division.

But there is no correlation between First Division and Computers.

Placements and Library Resources

TABLE # 5

		Placements Quotient	Library Volumes Quotient	Library Titles Quotient	Library Journals Quotient	Computers Quotient
Placements Quotient	Pearson Correlation	1	.290 [*]	.294 [*]	.580 ^{**}	-.014
	Sig. (2- tailed)		.015	.014	.000	.907
	N	70	70	70	70	70

Placements and Library Resources show the correlations (Table # 5) as follows.

(1) Placements and Volumes ($r(70) = 0.290$, $p = 0.015$); (2) Placement and Titles ($r(70) = 0.294$, $p = 0.014$); (3) Placements and Journals ($r(70) = 0.580$, $p = 0.000$). The Correlation coefficients and their p-values show that there is a moderate correlation between Placements and Journals, whereas a weak correlation exists between Placements, and Volumes and Titles. Computers have no correlation at all.

Salary Packages and Library Resources

TABLE # 6

		Salary Quotient	Library Volumes Quotient	Library Titles Quotient	Library Journals Quotient	Computers Quotient
Salary Quotient	Pearson Correlation	1	.241 [*]	.236 [*]	.427 ^{**}	-.069
	Sig. (2-tailed)		.045	.049	.000	.570
	N	70	70	70	70	70

Salary Packages and Library Resources show correlations as follows (Table # 6).

(1) Salary Packages and Volumes ($r(70) = 0.241$, $p = 0.045$); (2) Salary Packages and Titles ($r(70) = 0.236$, $p = 0.049$); (3) Salary Packages and Journals ($r(70) = 0.427$, $p = 0.000$). The reported correlation results show that a moderate correlation exists between Salary Packages and Journals, while weak correlation exists between Salary, and Volumes and Titles. Computers have no correlation with Salary Packages.

The findings go against the null hypothesis that there is no relationship between success outcomes and library resources except in the case of Computers; Computers have no correlation with any of the success outcomes. But, all success outcomes and Journals are either moderately correlated ; Volumes and Titles are weakly correlated with success outcomes. Hence, null hypothesis is not accepted in case of Journals, Volumes, and Titles, but accepted in the matter of Computers.

Online Library Facility Availability

TABLE # 7

Is online library available?		N	Mean
Percentage of Admissions in 2020 as against Intake Permitted	No	16	70.500
	Yes	54	76.833
First Division Quotient		No	16
			0.109

	Yes	54	0.087
Placements Quotient	No	16	0.094
	Yes	54	0.082
Salary Quotient	No	16	596.717
	Yes	54	467.506

The influence of availability of Online Library facility on Admissions, 1st Division Pass, Placements, and Annual Salary Package was checked by calculating and comparing means of the colleges having Online Library and the colleges not having it, with regard to Admissions, 1st Division Pass, Placements, and Annual Salary Package. The results are presented in Table # 7.

It was found that Admissions of the colleges having Online Library is greater than those not having that facility. It means that Online Library influences Admissions. Thus, the hypothesis that there does not exist any relationship between Online Library and Admissions is not accepted. But, in respect of other parameters, i.e. 1st Division Pass, Placements, and Annual Salary Packages, Online Library facility makes no difference. Hence, this part of null hypothesis is accepted.

Summary & Conclusion

The conclusions that we can draw from the above research is as follows. Offering New Age courses moderately influence Occupancy Ratio (Admissions) of graduate students while Creating Hostel Facility for students does not influence any of the success outcomes chosen for research. Library resources, i.e., Journals, Volumes, and Titles have some modicum of relationship with success outcomes, but Computers have nothing to do with success outcomes. Importantly, Journals moderately influence the success outcomes, i.e., 1st Division, Placements, and Graduate Admissions. We can also conclude that Online Library facility moderately influences Occupancy Ratio (Admissions).

REFERENCES

- Brady, M. K. & Cronin Jr, J. J. (2001). Some new thoughts on conceptualizing perceived service quality: a hierarchical approach. *Journal of Marketing*, 65 (3): 34-49 quality that was formed by waiting time, tangibles, and valence affect service quality.
- Blom, A., & Cheong, J. (2010). *Governance of Technical Education in India: Key Issues, Principles, and Case Studies*. World Bank Working Paper 190, World Bank, Washington D.C.
- Chaturvedi, Pradeep. (2003). *Engineering & Technical Education in India*. New Delhi: Concept Publishing Co. 47.
- Devi, Laiphrakpam, Nirmala. (2013). Development of technical education in Manipur: An analysis. Doctoral Thesis in Adult Continuing Education and Extension. Canchipur, Imphal: Manipur University. Retrieved from <http://hdl.handle.net/10603/39982> on dated 17.06.2015.
- Education & Training Sector in India: Education System, Growth & Market Size | IBEF*. (July, 2021). Business Opportunities in India: Investment Ideas, Industry Research, Reports | IBEF. Retrieved July 14, 2021, from <https://www.ibef.org/industry/education-sector-india.aspx>

Farinha, L., Nunes, S., Ferreira, J.J. and Fernandes, A. (2018), "Understanding the foundations of global competitive advantage of nations", *Competitiveness Review*, Vol. 28 No. 5, pp. 503-517. <https://doi.org/10.1108/CR-10-2016-0063>.

Farmer, Lesley S. J. When your library budget is almost zero. Libraries Unlimited, Englewood, Colo, 1993.

Grönroos, C. (1984). A service quality model and its marketing implications. *European Journal of marketing*.

Haneefa, Mohamed. (2007). Application of Information and Communication Technologies in Special Libraries in Kerala (India). *Library Review*, 56(7), 603 - 620.

Haywood-Farmer, J. (1988). A conceptual model of service quality. *International Journal of Operations & Production Management*, 8 (6): 19-29.

Hussain, Akhtar & N, Lavanya. (2014). The impact of ICTs in library and information services at Indus Business Academy, Bangalore. *Indian Journal of Knowledge Management*, 1(3).

Jainab, Zareena, S. (2017). Employability Status Of Engineering Students A Comparison Of Private Self- Financing Engineering Colleges And Private Deemed Universities. Doctoral Thesis. Tamil Nadu: B. S. Abdur Rahman University. Retrieved from <http://hdl.handle.net/10603/139256> on dated 15-03-2018.

Kalpana, M. (2012). Students' Satisfaction, Attitude and Behavioural Outcomes In Higher Educational Institutions. Doctoral Thesis in Management Sciences. Chennai, Tamil Nadu: Anna University.

Kaul, S. (2006, May). *Higher education in India: seizing the opportunity*, Working Paper 189. Indian Council for Research On International Economic Relations.

Khalid, H.M. (2000) The Use Of Technology for Housekeeping and Bibliographic Searching Activities In University Libraries of Saudi Arabia: The Need for Acceleration. *Lib. Rev.*, 49 (4), 179-85.

Kumar, M. (2014). An Appraisal Of Quality Management Initiatives in The Area Of Technical Medical and Teacher Education With Special References To Meerut Region. Doctoral Thesis. Meerut, Uttar Pradesh: Chaudhary Charan Singh University.

Mohindra, R., & Kumar, A. (2015). User Satisfaction Regarding Quality of Library Services of AC Joshi Library, Panjab University, Chandigarh. *DESIDOC Journal of Library & Information Technology*, 35(1).

National Education Policy 2020. (2020). Ministry of Human Resource Development, Government of India.

Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1985). A conceptual model of service quality and its implications for future research. *Journal of marketing*, 49(4), 41-50.

Philip, G. and Hazlett, S. A. (1997). The measurement of service quality: a new PCP attributes model. *International Journal of Quality & Reliability Management*, 14 (3): 260-286.

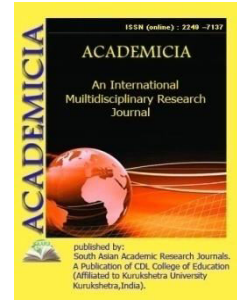
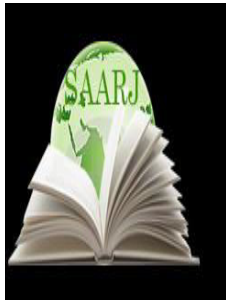
Porter, M.E. (1985) *Competitive Advantage; Creating and Sustaining Superior Performance*, The Free Press, New York.

Rao, Y. S., & Choudhury, B. K. (2010). Computer Infrastructure Facilities and Services at NIT Libraries in India.

Ressler, S. J., Ressler, E. K., & Stanton, P. T. (2010). Developing Information Technology Infrastructure and Civil Engineering Education at the National Military Academy of Afghanistan. In *2010 IEEE Transforming Engineering Education: Creating Interdisciplinary Skills for Complex Global Environments* (1-14). IEEE.

Saleem, Tabusum, &Batcha. (2013). Application and Uses of Information Communication Technology (ICT) in Academic Libraries: An Overview. *International Journal of Library Science*, 2(3),49-52.

Yeravdekar, V., Gosh, R., Saxena, R., & Viswanathan, S. (2021). *Higher Education in India: Vision 2040*. FICCI.



DOI: **10.5958/2249-7137.2021.01811.5**

EFFICACY AND RISK FACTORS IN ARTERIAL HYPERTENSION

Tursunova Yu.Zh*

*Bukhara State Medical Institute,
UZBEKISTAN

ABSTRACT

Relevance of the research: Cardiovascular diseases (CVD) are the main causes of death in the population of economically developed countries, including Russia. According to official statistics in 2010, Cardiovascular Diseases, as the cause of death, were registered in our country in 52.0% of cases among deceased men and 61.5% among deceased women. Arterial hypertension (AH) is one of the main risk factors (RF) that determine the prognosis of morbidity and mortality in the population of Uzbekistan. The incidence of hypertension throughout the world is in the nature of a pandemic. Increased blood pressure (BP) is a strong and independent risk factor for Cardiovascular Disease, the role of which exceeds the contribution of smoking, hyperglycemia, dyslipidemia and obesity. This risk has no threshold: the higher the blood pressure, the greater the risk, starting with prehypertension. According to the Center for Preventive Medicine, the prevalence of hypertension in Uzbekistan is 39.2% among men, 41.1% among women, that is, about 42.5 million people.

KEYWORDS: Arterial Hypertension, Risk Factors, Cardiovascular Disease.

INTRODUCTION

The annual average number of deaths in the world reaches 7.5 million, associated with hypertension. A decrease of 5-6 mm only in diastolic blood pressure (DBP) can lead to a decrease in the frequency of strokes by 38%, coronary heart disease (CHD) - by 16%, complex cardiovascular events-by 21% and mortality from all causes — by 12% [1,2].

At the moment, there is indisputable evidence that many factors contribute to the development of cardiovascular diseases. In the practice of a doctor, patients with several risk factors are more often observed. In many epidemiological studies, it was determined that a significant part of patients with hypertension revealed the presence of additional risk factors for CVD, and only a small percentage of patients with hypertension registered only an increase in blood pressure [2].

In addition to the above, they work synergistically in our country, potentiating the negative impact of each other, and the total risk in this case is greater than the sum of individual components [4].

In the Republic of Uzbekistan, the main risk factors for CVD are high prevalence: smoking is registered in 53.2 % of adult men and 18.7 % of women, arterial hypertension is detected in 39.9 % and 42.1 %, elevated total cholesterol is determined in 65.9 % and 55.0 %, obesity is 21.8% and 26.5%, respectively [8]. The main part of the prevalence of FR CVD is determined by the high level of morbidity and premature mortality in the Republic of Uzbekistan and in the greater part is the city of Bukhara [3].

The mortality rate of the working-age population of the city of Bukhara exceeds the same indicator in Uzbekistan by 4.5 times, and according to scientific forecasts, from 2010 to 2019, the loss of the working-age population in Bukhara may amount to more than 8 million people [3,7]. Consequently, the problem of preserving the health of the able-bodied population of our country, which accounts for about 55% of the population, is raised within the framework of the most important state tasks that are extremely important for ensuring the successful socio-economic development of Uzbekistan.

The workplace is a big duty for carrying out preventive measures, since it allows covering a large number of people of working age. However, the presented algorithms lack a justification for a differentiated approach to preventive measures, taking into account the nature of production activities.

1.1 Prevalence and socio-demographic significance of cardiovascular diseases in the population.

Cardiovascular diseases (CVD) are the main causes of death of the population of economically developed countries, including Uzbekistan [4,5]. In 2015, more than 285 thousand people died from CVD in Uzbekistan, including 45.1% from coronary heart disease (CHD) and 34.5% from cerebrovascular disease (CVD), mainly from cerebral strokes (MI) [1,2]. In the Republic of Uzbekistan, the mortality rates from CVD are among the highest in the world.

Trends in economic development and well-being reflect the state of health of the population. According to many authors of the World Health Organization (WHO), among the factors affecting people's health, the following are determining: lifestyle (51%), genotype (20.4%), environmental quality (20%), health level (8.5%). The importance of lifestyle in the overall structure of factors that determine public health in the Republic of Uzbekistan, also makes up to 50% [1,2]. The level of low self-esteem of the importance of health in Bukhara, insufficient responsibility for strengthening their own health and the health of their children in the absence of a state system for promoting a healthy lifestyle and public tolerance for bad habits. This highlights the importance of measures for the primary prevention of cardiovascular diseases.

1.2 The significance of arterial hypertension in the population.

The frequency of AH occurrence apparently varies among the population of different countries and individual regions in each country. Since 2018, the program "Prevention and treatment of arterial hypertension" has been adopted in the Republic of Uzbekistan, but, as the monitoring data showed, the epidemiological situation associated with hypertension has practically not changed: the prevalence of hypertension is 39.2%" in men and 41.1% in women [3].

According to the data of the Institute of Family Health, the greatest contribution to the premature mortality of the population of our country is made by: hypertension (35.5%), high cholesterol 23%, smoking 17.1%, insufficient consumption of vegetables and fruits 12.9%, high body mass index 12.5%, alcohol 11.9%, low physical activity 9%, urban air pollution 1.2%, lead 1.2%, drugs 0.9% [4].

Hypertension is the leading risk factor for coronary heart disease, including myocardial infarction, brain stroke, mainly determining the high mortality rate in the country [2]. About 2.5 million annual number of deaths associated with hypertension. According to many literature data, even a decrease of 5-6 mm in diastolic blood pressure (DBP) alone can lead to a decrease in the frequency of strokes by 38%, coronary heart disease (CHD) - by 16%, complex cardiovascular events - by 21% and mortality from all causes - by 12% [1]. Patients with high blood pressure are 3-4 times more likely to develop coronary heart disease and 7 times more likely to have a stroke [4].

The incidence of hypertension varies depending on age, gender and race. Also, the patterns common to all countries are an increase in the incidence of hypertension with age [1]. The prevalence of hypertension increases with age and reaches 50-80% in people older than 65 years, and men are more likely to suffer from hypertension before the age of 40, and women after 40 years [3].

In addition to this high prevalence, a significant contribution to the incidence associated with hypertension is made by the low frequency of monitoring of elevated blood pressure. Despite certain successes in the treatment of the disease, hypertension remains a difficult condition to control all over the world, and the achievement of target blood pressure figures does not exceed 53% in the most successful countries [3]. At present, the epidemiological situation in our country indicates a continuing stable trend towards high rates of cardiovascular morbidity and mortality [1, 2].

1.3 Risk factors for diseases of the circulatory system.

Изучение исследований о ФР позволили развитым странам спланировать и осуществить программы по оздоровлению образа жизни, что привело к снижению сердечно-сосудистой заболеваемости. На сегодняшний день под фактором риска понимают признак, предшествующий заболеванию, способствующий его прогрессированию и неблагоприятному исходу, имеющий с ним самостоятельную, устойчивую, вероятностную связь, которая обладает практическим значением, как минимум для его прогнозирования. Применение концепции факторов риска позволяет прогнозировать вероятность заболевания и смерти как в популяции (популяционный риск), так и для отдельных лиц (индивидуальный риск).

It is no secret that FRS are not the cause of the disease, but if they are present, and even more so a combination, the individual risk of the disease significantly increases, without determining its inevitability. At a more initial level, the concept of FR is rather epidemiological, since there is a relationship between FR with a higher frequency of prevalence and occurrence of new cases of CVD in the population, and the fight against them can lead to a decrease in morbidity and mortality [3].

1.3.1 Physical inactivity.

Studies of FR affecting physical activity on the level of cardiovascular and general mortality began in the late 60s of the last century. During this time period, a large number of epidemiological studies were conducted that proved the effectiveness of moderate physical activity in reducing the risk of cardiovascular death by 28-33% [5]. The metabolic syndrome is the most common FR in Bukhara. It is registered in 60% of people with hypertension [4]. Hypodynamia is a type of hypertension, coronary heart disease and insulin-independent diabetes mellitus (INSD). All the scientific studies that have been carried out in recent years have convincingly shown that the growth of metabolic syndrome, diabetes mellitus and obesity is steadily increasing [3].

1.3.2 Smoking.

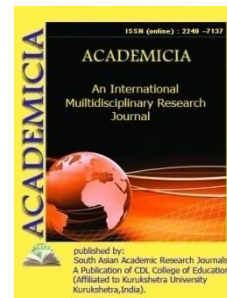
Among the FR, CVD is the second most common smoking. According to the results of our survey of the national representative sample of the population [2], 63.2% of men and 9.7% of women smoke at the age of 20 years and older [1].

Steady growth the intensity of tobacco smoking in the city of Bukhara is quite high, a negative attitude to quitting smoking is widespread, especially among the male part of the population. There is a universal fact of passive smoking-both in public places and in the workplace [4]. In several clinical studies, a pattern is noted - people with a higher level of education are less likely to register the fact of smoking [4].

No secret, according to the results of smoking, the coagulation system is activated — the thrombin-forming ability of thrombin increases, platelet aggregation increases. Women are particularly sensitive to the effects of nicotine, regardless of the intensity of smoking [3]. According to literature data, the blood lipid spectrum changes during tobacco smoking - atherogenicity increases due to an increase in the level of triglycerides (TG) and total cholesterol (OH) [1]. In the composition of the smoker's blood, the level of carboxyhemoglobin increases, which worsens the adaptive capabilities of the myocardium [2]. Under the influence of the receptors of the sinocarotide zone, nicotine has an exciting effect - it increases the respiratory rate and increases blood pressure, activating the n-cholinergic departments of the adrenal glands increases the production of catecholamines. Under direct exposure, nicotine excites sympathetic nodes, affects smooth muscle receptors and leads to vasoconstriction, including in the coronary arteries [3].

REFERENCES:

1. Analytical report about the epidemiology of hypertension in 2008, and trends from 2003 to 2008 for three previous monitoring / T. N. Timofeeva, A. D. Deev, S. A. shalnova, etc. - M., 2009. - 12 E.;
2. Arutyunov, G. P. Therapy of risk factors of cardiovascular diseases : manual / G. P. Arutyunov. - M.: GEOTAR-Media, 2010. - E. 672;
3. Antonov, D. P. Foreign experience of formation of financial resources in health / P. D. Antonov // Problems of standardization in health care. - 2005. - № 6 - P. 35-40;
4. Arkhipova N. S., Aryev A. L., Popova E. K., etc. Ethnic features of risk factors for the development of atherosclerosis and coronary heart disease in the geriatric contingent of the Republic of Sakha (Yakutia) // Uspekhi gerontologii. - 2011. - Vol. 24, No. 3. - pp. 472-477.



DOI: **10.5958/2249-7137.2021.01812.7**

FERGANA VALLEY DISTRIBUTION LANDSCAPES ESTABLISHMENT AND EXPLORATION

Boymirzaev Karimjon Mirzaxmedovich*; Khalilova Khurshida Teshaevna**

*Namangan State University,
UZBEKISTAN

**Tashkent regional center for retraining and advanced training of public educators,
UZBEKISTAN

ABSTRACT

This article deals with the formation of distribution landscapes in the Fergana Valley and the research of specialists. The conical spreads of Uzbekistan, including the Fergana Basin, are still experiencing a significant rise and expansion. The rise of conical distribution and dry deltas, as well as the dynamic changes in their morphological structure, have found their bright expression in their upper and middle parts. Delta or conical distributions can be in water and on land, which differ in the natural properties of the environment in which they are formed. The main reason for this is that the rivers and streams that flow from the mountain ranges that surround the basins on all sides flow into the foothill plains, splitting into branches and laying out the muddy rocks that have flowed. The greater the number of streams, streams, and rivers flowing from the mountains, the greater the number of conical distributions and dry deltas, or conversely, the lower the number of rivers and streams, the lower the number of conical distributions and dry deltas.

KEYWORDS: *Depression, Delta, Relief, Accumulation, Oasis, Geosystem, Landscape Productivity, Arid, Valley.*

INTRODUCTION

The geographical distribution of oasis landscapes in the territory of Uzbekistan is inextricably linked with river and river valleys, intermountain basins, foothill proluvial-alluvial plains, mountain slopes, conical distributions and springs. All the oasis landscapes in our country - from the most ancient to the modern oasis - are located in the valleys of the Amudarya, Syrdarya and

Zarafshan rivers, in the basins of Fergana, Tashkent, Mirzachul, Zarafshan, Surkhandarya and Kashkadarya, in the deltas of major rivers.

Spreading landscapes are widespread in the foothills of the republic. The main reason for this is that the rivers and streams that flow from the mountain ranges that surround the basins on all sides flow into the foothill plains, splitting into branches and laying out the muddy rocks that have flowed. The long-term accumulation process creates large-thickness conical spreads and creates favorable conditions for the formation of landscapes.

The formation of conical distributions is typical of large rivers with large volumes of force that allow large amounts of suspended rock to flow into the lower reaches of the river. Delta or conical distributions can be in water and on land, which differ in the natural properties of the environment in which they are formed. The first is that the conical distributions in the water are azonal in nature, and the second is that the conical distributions on land are zonal in nature and are formed in desert and semi-desert climates.

Formation and peculiarities of conical distributions in our republic have been studied by AA Abdulkasimov (1966, 1983, 2005, 2006), VN Weber (1929, 1930), NP Kostenko (1970), KV Kurdyukov (1948, 1950), M.Sh.Ishanqulov (1979, 1986), N.I.Sabitova [2002], I.Abdug'aniev (2003), K.M.Boymirzaev [1995, 2004, 2007, 2020], O. Kuzibaeva (2004, 2009), K.Yarashev, (2018, 2020), B.Eshquvvatov (2020) at different times and are still being studied.

The concept of conical distributions has been in the geographical literature since 1841. The study of dry deltas (conical distributions) in Uzbekistan began in the 30s of the last century [5]. The main factors of the conical distribution formed on land are the outflow of the river from the mountain range to the plain, the rapid change of river slope, the rapid evaporation of river water, the rapid decrease of river water as a result of infiltration into deposits.

In 1929, V.N. Weber studied the deltas in the Fergana Valley for the first time in Uzbekistan. In his famous article "Migration of the Fergana dry deltas" published in 1929, he was the first to highlight the unique landscape features of the deltas. N.I. Nikolaev (1946) wrote that there are genetic differences, morphological and lithological differences between the dry delta and conical distribution of rivers. The geographical distribution and density of the formation of conical distributions is directly related to the degree of fragmentation of the mountain slopes and the density of the hydrographic network [1].

Due to the extremely dry climate of Central Asia, including the mountainous regions of Uzbekistan, large rivers form well-formed dry deltas. N.P. Kostenko cites the dry deltas of Sokh and Isfara in the Fergana Basin as an example. In addition to geomorphological and genetic descriptions of conical distributions and dry deltas, he divided their surface structure into the following types depending on the characteristics of fragmentation by flow networks: 1) the type of typical conical distributions; 2) type of free conical distributions; 3) the type of conical extensions that are reinforced in a particular case.

The formation, formation, geographical distribution and abundance of conical distributions are directly related to the degree of fragmentation of the mountain slopes and the density of the hydrographic network. The greater the number of streams, streams, and rivers flowing from the mountains, the greater the number of conical distributions and dry deltas, or conversely, the lower the number of rivers and streams, the lower the number of conical distributions and dry

deltas. Therefore, each stream and river flowing from the mountain branches out after reaching the foothills, forming its own independent conical distribution and dry delta, and developing sustainably [7].

Some rivers and streams flow from a single stream to the exit of the foothills, branching near the hills that cross it, and cross the hills to form two or three conical spreads. For example, the Shohimardon River, which flows from the southern slope of the Fergana Basin, flows into three branches at the confluence with the Vodil Fortress. These branches are Margilansay, Fayziobodsoy and Oltiariqsay, which cross the Chimgan and Kapchigay hills. The rivers rise to the hillside plain and form the Margilansay, Fayziobodsoy and Oltiariqsay conical distributions [2].

Scientists say that the role of the latest tectonic movements in the formation and development of conical distributions is great. The conical spreads of Uzbekistan, including the Fergana Basin, are still experiencing a significant rise and expansion. The rise of conical distribution and dry deltas, as well as the dynamic changes in their morphological structure, have found their bright expression in their upper and middle parts. In conical and dry deltas, rivers and streams are deepening, and denudation processes are proceeding at an active pace. As a result, the lower parts of the spreads expand, leading to the formation of new distribution networks or their migration in some places [8]. Therefore, such processes occurring in nature are called "dry delta migration" [3].

The study of conical distributions from the landscape-typological point of view began much later in Uzbekistan. A.A. Abdulkasimov [1966] was engaged in landscape-typological study, mapping and zoning of the Fergana basin, which separated the Sokh-Fergana semi-desert region in the basin. He gave a complex landscape-typological description of the Sokh conical distribution in this region and noted that the natural geographical complexes in the region have long been developed by human activity and turned into anthropogenic landscapes.

A.A. Abdulkasimov (1966) makes a comprehensive analysis and mapping of the morphological structure of the landscapes of Central Asia, including the Fergana basin, as well as the spread landscapes. As a result of mapping, the typological, geomorphological, hydrogeological and other features of the distribution landscapes were divided into the following micro-zones depending on their differences on the slopes and their internal differences: 1) upper slope microson, 2) middle slope and 3) lower slope. At the same time, Sokh created a landscape-typological map of the Kokand oasis, which was formed under the influence of anthropogenic factors in the conical distribution [1].

The research conducted by KM Boymirzaev [1995, 2004, 2007] in the Fergana Basin is devoted to determine the age, thickness and geographical distribution of agroirrigation deposits formed in the oasis landscapes due to irrigated agriculture, measures for their rational use in agricultural development and crop yields. In order to fulfill the task set by the author, he selected the Sokh and Chartaksay conical distributions as the object of research and made scientific and practical achievements by comprehensively analyzing the agro-landscapes that have been irrigated since ancient times [1, 7].

M.Sh.Ishankulov [1979, 1982] proposes to study the conical distributions formed in the arid climate of Kazakhstan as a geosystem and to consider them as a separate landscape product. Cone-spreading landscapes go through several stages during their emergence, formation and

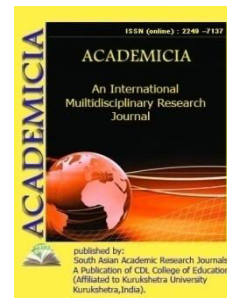
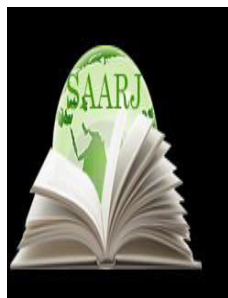
sustainable development. The researcher studied the widespread landscapes on the northern slopes of Talas Alatov, gave a complex description of their morphological units and created a landscape map of the distributions using the methodology of relief plastics developed by I.N. Stepanov [5].

I.A. Ilin (1959) noted that rivers and streams flowed from the mountain ranges surrounding the Fergana Valley to the surface of the valley created hundreds of large and small conical distributions. For instance, Isfara, Sokh, Altariq, Aksuv, Chartaksay, Kosonsoy, Rezaksay, Khojabakirgan, Fayzabad, Margilansay, Isfayram, Aravon, Akbura, Govasay, Maidonsay, Moylisuv, Chustsay, etc. Can be given as example [2].

Various changes are also observed in the oases formed in the distribution landscapes under the influence of human economic activity. In this regard, the irrational use of water in irrigated agricultural lands, the re-salinization of cultivated soils, swamping, intensification of irrigation erosion should be noted. Such phenomena can be found in all oasis landscapes of the Fergana Valley. Therefore, along with the study, mapping and classification of the distribution landscapes of the Fergana Valley, issues such as the optimization of their geo-ecological status are also relevant.

REFERENCES:

1. Abdulqosimov A, Kuziboeva O. Micro-zoning and reclamation assessment of Sokh distribution landscapes. SamDU, 2009. - 134 pages
2. Boymirzaev KM Use and protection of oasis landscapes of Fergana valley. Toshkent; Science, 2007, p.130.
3. Weber V.N. Migration suxix delt v Fergane // Geologicheskij vestnik, t.7, №1 - 3, 1929 - 1930, - C. 42–46.
4. Ilin I.A. Water resources of the Fergana Valley. - L.: Hydrometeoizdat. 1959. - C. 247.
5. Ishankulov M.Sh. Landshafty konusov vynosa i formirovanie ix morfologicheskoy struktury // Voprosy geografii, №121. - M.: Mysl, 1982. - p. 63 - 79.
6. Kurdyukov K.V. Ancient lake basins south - eastern Kazakhstan and climatic conditions of the time. - Vyp.10. - Almaty, 1957. - 308 p.
7. Eshquvvatov B.B. Micro-zoning and assessment of mountain plain and spread landscape complexes for economic purposes (on the example of Middle Zarafshan) // PhD diss. avtoref. - Samarkand, 2020. - 43 p.



DOI: **10.5958/2249-7137.2021.01813.9**

THE ROLE OF LANGUAGE FACILITIES IN THE COMMUNICATIVE-PRAGMATIC DIRECTION OF ADVERTISING TEXTS

Begzodbek Abdullaev*

* PhD, Lecturer at the Department of Primary Education,
Andijan State University,
UZBEKISTAN

ABSTRACT

The use of pragmatic sentences in each ad ensures its uniqueness. Determination of the place of discourse in advertising is determined by the effectiveness of the advertising product. The main activity of advertisers in the preparation of advertising text is also the selected lexemes of pragmatic discourse to influence consumers. The use of the names of celebrities, heroes, places and works of art as trademarks is to some extent intended to make an informed impression on customers, while emphasizing that they are associated with the world culture. In today's era of globalization and economic stability, if we look at the socio-economic status of advertising products in developed countries, our advertising services are still in their infancy. The experience of marketing activities confirms that the effectiveness of advertising depends on how much attention is paid to its place in the system of movement of goods from manufacturer to consumer. Thus, the more creative the brand is in the ad copy, the faster the goal of attracting consumers' attention is achieved.

KEYWORDS: Discourse, Component, Language Environment.

INTRODUCTION

Discourse, reflecting the subjective psyche of the human factor in existence, is also the subject of pragmatics. The subject of this article is the linguistic means that make up the advertising text, which are studied in order to fully reflect the communicative and pragmatic orientation of advertising.

I. R. Galperin, N. S. Valgina, E. V. Kulikova, V. I. Karasik, D. Ogilvi and Uzbek linguists A. Nurmonov, Sh. Kh. Shakhobiddinova, M. Based on the works of Kh. Khakimov, TZ. Tokhirovich on the study of the concept of text and discourse in the Uzbek language.

We know that increasing the emotional sensitivity of the advertising text in the minds of consumers, awakening interest, motivating it to purchase, and purposefully improving it shows that it is the object of studying the linguistics of advertising. That is why the media, websites, street banners, food packaging, subways and trams, conferences and presentations, and even some works of art pay a lot of attention to text. In today's era of globalization and economic stability, if we look at the socio-economic status of advertising products in developed countries, our advertising services are still in their infancy. An example is the fact that we can come across advertising texts that reflect the worldview of other nations as much as we want. Even some advertising texts are translated into our language without "normal meaning". For example "Don't stop snickers !!!" (Snickers chocolate). If we say that in this situation a lot of attention is paid to the brevity of advertising, this shows the negative impact of synchronization of meanings in the minds of consumers.

In fact, the distinguishing feature of the advertising text is its efficiency, conciseness and purposefulness. Mainly as a result of many years of experience in the countries of Europe and the Far East, his unique style was created with the aim of increasing the effectiveness of the advertising text. That is, if the text is shorter than print advertising, video, audio, and online advertising is longer, and those FTC etc. ezentatsy, demonstrations and internal advertising even longer. The main purpose of the selected linguistic units in the advertising text is to attract the attention of the consumer by increasing the expressiveness of the text. At the same time, pragmatic means try to attract the attention of the consumer. For example, he can use linguistic tools such as "What is this?", "Stop !!!" "Do you know?" "Wow !!!", "Bomb news s", "ASCLa, Sale, attention discounts . " However, among all types of advertising, the role of word-of-mouth advertising in the consumer market is unique.

The history of this type of advertising is one of the oldest. The basis for the development of oral advertising today is the product presentation ceremony. Any seller tries to attract a buyer by showing the wonderful side of a product by providing information about the product through advertising. Reaching out to customers and turning them on is a unique art. The purpose of the appeal text is to convince the consumer to choose and buy a product, attracting public attention, researching and strengthening their interests, encouraging, amazing, in order to attract the attention of readers of various advertisements. In this case, the role of discourse in advertising is obvious. For example: "Here's the news," "Papa surprise", "Take, your money will go with you", "I chose, of course," "dress from you, support us", "Try !!!" develops the product market with such attractive advertising phrases .

The function and place of each of the advertising components plays an important role in the minds of consumers. The beginning of the ad text is the title. Clients read it more than text. According to K. Kalilla's dictionary, "in the modern interpretation, the headline is an advertisement. The headline is the entry point for advertisements and announcements"[1.617]. Psychologists and advertising specialists have shown that passengers' eyes tend to drop more to the right than to the left of the advertisement. Accordingly, placing words and images on the right is key when composing ad copy. The word order is similar to the word order in the telegraph: nouns and adjectives are often used, and verbs (abbreviations) are also commonly implied. (For example: "We offer ...", "put up for sale", "try"). In print advertising, the advertising space itself often performs the cutting function. This is because it features an existing product or service that was previously featured in a video ad or advertised in the form of a first

ad, a print add. The purpose of advertising is to attract the involuntary attention of the consumer and convince him to refuse to see the text of the purchase ad. In modern advertising, not only text plays a key role, but also the participation of media products. Verbal and non-verbal components play an important role in advertising. Any textual part of the ad is a verbal component. Any media fragment, letter color, size is called a non-verbal fragment. Advertising is done in different ways. These are text or verbal advertising (oral), sound ("noise", music, etc.) and visual (graphic, photographic, art-graphic, cinematic and video). [2.132]

Variety, that is, creolization, grabs the attention and interest of the consumer. This process will receive more attention. We need to seriously think about the meaning of the word in the formation of a ktemonym, that is, a brand. Thus, the more creative the brand is in the ad copy, the faster the goal of attracting consumers' attention is achieved. Periodicals featuring print ads are easy to remember and have a meaningful title that is registered and legally protected personal property. [3.120] The use of the names of celebrities, heroes, places and works of art as trademarks is to some extent intended to make an informed impression on customers, while emphasizing that they are associated with the world culture. The use of personal names in the designation (name) of goods in the Uzbek language is a common occurrence, since the pronunciation of words in an advertising text should be easy, easy to remember and easy to pronounce. The geographic names are slightly different.

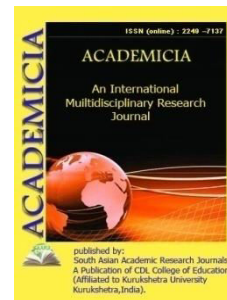
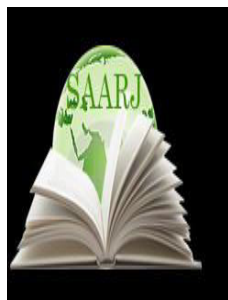
They mark the goods of a particular logo, for example, the brand "Paris", marks the spirits, the brand "China" porcelain ware of y, the brand 's "Antalya", "Dubai", "Sochi", "Charvak" touristicheskih resorts in the eyes of consumers is inappropriate to copy the experience European and Asian countries, because fashion laws differ from country to country. It is well known that advertising content means brand promotion and the nature of its consumption. The experience of marketing activities confirms that the effectiveness of advertising depends on how much attention is paid to its place in the system of movement of goods from manufacturer to consumer.

Based on a clear pragmatic orientation, it is necessary to choose language tools, strategies and tactics that encourage planned actions in the preparation of advertising text. Based on this, statistics are compiled on how much advertising is accepted in society. As for the requirements for the text of an advertisement, the opinion of A.P. Repeva: "its only function is to sell and only sell" [4]. He emphasized that ad copy is the most expensive copy in the world, and therefore every word in an ad must have high demands. It also takes a lot of money to prepare the ad copy and test it with a small audience. That is why such concepts as "Effective advertising", "Actual advertising" have appeared. A.P. Repev also emphasizes that, technically, an advertising text should: attract the attention of a careless reader; to awaken in this reader the desire to start reading the text; it should be interesting enough for the reader to read it to the end. [5] Of course, it has proven effective today for an ad columnist to accept pragmatic proposals. It's hard to say with certainty that any ad copy that grabs the consumer's attention and elicits feedback has done its job. This is because advertising text based on economic and social status serves to shape the process before the consumer pays for goods and products. In this case, all components of the advertising text are placed neatly and give an effective result. This means that when creating ad text, all ad components must be carefully prepared and tested as an experiment with a small audience. The tendency to reduce the text of advertising is a consequence of the need to take into account the processes of information exchange in the minds of consumers. Therefore, when compiling each advertising text, it is necessary to take into account the information content of the

consumer, clearly defining the rules of time and deviations from the worries of the surrounding world. While banner, radio, television and contextual advertising uses a maximum of 4-5 words, it is recommended to display information in 15-20 words, 3-4 sentences indoors and in seminars. [2.124] It is a natural phenomenon that the process of using creolized text and pragmatic sentences is expanded as a result of adhering to the law of brevity in advertising.

REFERENCES:

1. Collins Cobuild : Vocabulary for advanced learners. GB, 2014 .-- S. 617.
2. Ruzhitskiy I.V., Karaulova Yu.N., Evtushenko O.V. Collection of scientific articles // Ed. - M . : TsP Vasizdast , 2008 .-- 12 p.
3. B. Abdullaev. Uzbek linguistics of advertising: theory and practice . // and the abstract .diss . 2020. - B.142
4. Repev A.P. Bad advertising. Chapter1// http://www.repiev.ru/articles/ad_lang.htm



DOI: **10.5958/2249-7137.2021.01814.0**

THE SOLUTION TO THE PROBLEM IN LINGUOCULTUROLOGY

Muattarkhon Alisherovna Muminova*

*Lecturer,

Fergana branch of Tashkent University of Information Technologies,

Fergana city, UZBEKISTAN

Email id: muattarxon1988@gmail.com

ABSTRACT

The article provides an overview of linguoculturological materials published in recent years in the scientific journal "Rusistika" (former name: "Bulletin of the Peoples' Friendship University of Russia. Series: Russian and foreign languages and methods of teaching them"). The author draws attention to the history of the emergence, formation and development of the term "cultural linguistics", the main approaches to its study. The analysis of the materials published in the journal allows the author to highlight articles within the framework of comparative, cognitive, applied cultural linguistics, cultural linguistics of ethnos, sub ethnos, a linguocultural approach to analyzing the meaning of the cultural code, identifying the specifics of national verbalization of ideas about the world picture surrounding a linguistic personality. A number of publications reflect the applied field of cultural linguistics, to one degree or another related to cultural linguistics. The question of the use of the linguoculturological approach in the process of writing textbooks for bilingual students, in the study of linguistic units of different levels, the place and role of the Russian language in the aspect of the codes of linguoculturology, is raised. The materials presented in the journal, according to the author, cover a wide range of linguoculturological studies, enrich cultural linguistics in theoretical and practical aspect.

KEYWORDS: *Linguoculturology, Culture-Oriented Linguistics, Language, Culture, Cultural Code, Concept, Linguocultural Approach*

INTRODUCTION

Therefore, it is natural that in modern research a significant place is occupied by cultural linguistics, which took shape in the 90s. XX century. as a result of attempts to integrate cultural studies, linguistic and regional studies and linguistics. Its emergence is caused by an interest in

the interaction of language and culture. Language is considered not only as a means of communication, but also as one of the most important cultural codes of the nation.

The fundamental foundations of this approach were also identified. Vereshchagin, V.G. Kostomarova "Language and Culture: Linguistic and Regional Studies in Teaching Russian as a Foreign Language", which went through several reprints and became one of the foundations of the new direction. The work of these authors "Linguistic and Cultural Theory of the Word" is also thematically connected with it.

MAIN PART

According to Yu.A.Belchikov, the search for mechanisms of interaction between language and culture, including because "language and culture have a common - humanistic basis" [1,7].

The formation and development of the linguocultural direction is caused by the desire to comprehend the phenomenon of the linguocultural content of language and culture as one of the forms of existence of a linguistic personality in the surrounding linguocultural space, where language appears as a kind of interpreter of not only national, but also the entire world culture.

Such modeling of reality in language in all its multidimensionality should become the main subject of cultural linguistics, which, in turn, can fall into a number of directions:

- cognitive-semiologicallinguoculturology (the study of the sign properties of linguistic units from the point of view of fixing the results of the communicant's emotive-intellectual activity in them);
- historicallinguoculturology of the text (analysis of national and world linguoculture through the prism of the laws of cultural development in the broad sense of this term);
- Historical and typological linguoculturology (the study of linguocultural-ological signs of stages in the development of linguocultures);
- comparative cultural linguistics (aims at solving pragmatic problems); cognitive cultural linguistics (the focus is on the basic units of culture and linguistic culture, which are included in the cognitive base);
- linguoculturology of a separate social group, ethnos, subethnos in a certain culturally significant period of time (study of a specific linguocultural situation);
- Applied cultural linguistics (associated mainly with the educational process, the study of the Russian language in a foreign audience).

Each of these areas requires a separate study. This is confirmed by publications of recent years in scientific periodicals.

- linguoculturology of a separate social group, ethnos, subethnos in a certain culturally significant period of time (study of a specific linguocultural situation);
- Applied cultural linguistics (associated mainly with the educational process, the study of the Russian language in a foreign audience).

Each of these areas requires a separate study. This is confirmed by publications of recent years in scientific periodicals. Thus, culturology precedes linguistics "[2,35]. If we give preference to linguistics, then here, however, "we will have to start not from the whole language, but from that

part of it that is directly adapted for naming and expressing concepts — to start with vocabulary”. It is with vocabulary with a national-cultural component that work most often begins in both scientific and educational cultural linguistics, including in the study of the Russian language.

But here the researcher expresses an interesting, possibly controversial idea based on the fact that “the language contains not only words (and phraseological units), but also texts, sentences, grammatical units, etc., which also participate in the expression cultural values “. Moreover, if you start with vocabulary, then it is very difficult to include other language levels in the linguocultural analysis. At the same time, “Linguoculturological analysis turns out to be atomic, non-systemic. The author of the article finds a similar thought in A.T. Khrolenko: “The effectiveness of the technique decreases due to a certain atomicity and approach to the word as an autonomous entity” [3,137].

As a result, the author is still inclined to the idea that linguistic cultureroLOGY should be described primarily from a culturological point of view, where “linguistics, which expresses culturological concepts, is manifested in all its aspects (and not only in terms of vocabulary). ”In 2015-2017, on the pages of the scientific journal “Bulletin of the Peoples' Friendship University of Russia. Series: Russian and foreign languages and methods teaching them "articles of a linguoculturological nature are published, devoted to the problems of comparative, cognitive linguoculturology, linguoculturology of an ethnos, subethnos, etc.

For example, in the article by V.F. Ibrahim "The concept of" fate "in Russian and Arabic linguocultures" based on the analysis of paremias, a conclusion is made about the general, passive nature of the attitude to this concept, although "if in the Russian consciousness a person can fight against fate, even if it is useless, then in the Arab mind, people resign themselves to their fate ”[4,168].

Yu.V. Fernandez Sanchez in the article "Features of humor in the linguoculture of the Basques" emphasizes that "the appeal to the Basque linguistic culture is of great practical importance, since this ethnic group is one of the least studied both in anthropological and linguistic aspects. and therefore represents a wide field for research ”[5,119]. Continuing to develop the chosen direction, Zh.V. Kurguzenkova examines the emotionally colored features of the semantics of phraseological units, conceptualizing female beauty in English linguoculture from the point of view of the Russian language tradition. According to the author, “the analysis of examples of the English language suggests that with all the differences in the discourses of modern English and Russian cultures, the strategies of conceptualization in this area are characterized by similarities rather than differences” [6, 97].

In the same regard, Zh.V. Kurguzenkova carries out a linguistic and cultural analysis of gender-marked phraseological units nominating women of easy virtue in French and Russian. The article examines the specificity of phraseological units of the considered thematic group.

The conceptual constituent of the studied type of woman, in the author's opinion, allows us to speak “about the similarity of the relations of two nations to the nominated concept, as in the French language and in the Russian phraseology-→

The Czech units of the “courtesan” subgroup today are characterized by a negative coloration”[7, 65].

In the article by O.A. Kudrya "Lexical-semantic classification of secondary color designations in the English and Ukrainian languages: linguocultural analysis" linguocultural specificity and isolated features of the choice of secondary color names are investigated, both common and distinctive features in their functioning are revealed. One cannot but agree with the author's conclusion that this is caused, among other things, by the "cultural features of the conceptualization of the color space ethnic groups associated with the differences in linguistic pictures of the world, with special features of the national worldview" [8,58].

The article by A.N. Gritsenko. The author analyzes the features of metaphors united by the emotional sphere. Attention is drawn to the need to distinguish between nominative, representative and cognitive functions in the metaphor. Emphasis is placed on the possibility of expanding the metaphor in the semantic sense, suggesting "vivid emotions or even appealing to certain historical and cultural allusions that may not be clear to everyone" [9,159].

E.M. Markova from the point of view of linguo-cultural and linguodidactic approaches, analysis of the semantics of the culinary code of culture in the secondary nominations of the Russian and Czech languages. One can support the opinion of the author, who notes the absence of descriptions of the most culturally conditioned means of secondary nomination in explanatory dictionaries, which, thus, "makes it possible to approach the solution of such fundamental problems for modern linguistics as description of the linguistic picture of the world, identification of the peculiarities of the national specific verbalization of universal representations of the world, which will be embodied in special cultural dictionaries" [10, 162].

Cui Liwei's article "Non-equivalent vocabulary in the image of China in Russian emigrant literature" presents a thematic classification of non-equivalent words in the verbalization of the key semantic opposition "friend-foe" for emigrant culture. One of the features of the functioning of such vocabulary in the linguocultural image of China is that "these words are associated only with Chinese linguistic culture, most of them are relevant, do not refer to writers - representatives of the Far Eastern emigration perceive China mainly in its everyday aspect" [11,86]. The same author considers this topic with the involvement of broader material - using other linguistic means.

The topic considered in the article by A.V. Shalyukhina "Compliment and praise as a manifestation of empathy in the Spanish language", especially from the point of view of representations of low and high context cultures, as well as the belonging of communicants to introverted / extraverted types of linguistic personality [12,91-102].

A similar goal is to identify the main features of the language of the image of power, but on the material of the print media of the 90s. last century, stated in the article by A.Yu. Lonskoy. Based on the fact that the language of the print media of those years reflected not only the intra-linguistic processes taking place in it, but also changes in society as a whole, for example, the minimization of language styles, we can say that the specifics of the style of the language of publicistic texts "was a process of deconstruction, when the usual balance of standardized and expressive speech in texts has changed" [13,122].

Tran Thanh Tung's article "Cultural-thematic fields" war "and" peace "based on the work of M. Ilyinsky" Indochina: the ashes of four wars "characterizes the linguocultural image of Vietnam in the Russian publicistic picture of the world. The study allows the author to assert that the peculiarities of the linguistic design of the image in question are due to the "special features of

the publicistic picture of the world: the subjective beginning (the evaluative aspect of the microfields" participants in the war ", " the consequences of the war "), documentary (the use of numerals, anthroponyms - real names of toponyms, words-realities), expressiveness (figurative periphrases in the composition of most microfields) "[14, 124].

In the article by M.A. Belova "Linguoculturological and linguopersonalological analysis of the implementation of religious concepts in the Russian creativeized caricature" religious creativeized text is considered from the point of view of the linguoculturology of the text. "The use of both types of analysis helps to" trace "the correlation of the elements of the conceptosphere with culturally determined contrasting elements" [15,199].

A number of publications reflect the practical, applied field of linguoculturology, largely associated with linguistic and cultural studies. So, in the article by L.M. Koltsova, T.Yu.Kudryavtseva, S.A. Churikova "The linguocultural value of archaisms and historicisms in the practice of teaching Russian language studies", an appeal to regional general cultural material, according to the authors, "allows students not only to develop and improve speech, but also to activate, deepen and systematize knowledge of the Russian language, at the same time expanding their knowledge of the diversity and richness of culture, including linguistic, which is the regional component of the cultural sphere "[16, 58].

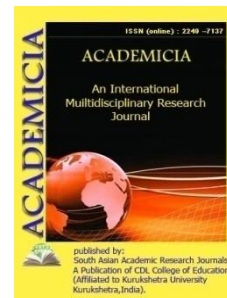
CONCLUSION

The linguoculturological approach to the study of linguistic units of different levels is used not only in relation to Russian, but also to other languages. So, M. Radovich in his article conducts a linguoculturological analysis of toponyms and katoikononyms of the Bolivian national variant of the Spanish language. As a result, the author notes that "In the toponymy of the country, an Indian topoformant is clearly traced ... anthroponyms contain cultural information important for Bolivians" [17, 138].

REFERENCES:

1. Yu.A. Belchikov. "Language and culture have a common - humanistic basis", 2009. 7 p.
2. VA Fedosov "Culturology linguistics and its study", 2015. 35 p.
3. A.T. Khrolenko. "Fundamentals of cultural linguistics", 2005.137 p.
4. V.F. Ibrahim. "The concept of" fate "in Russian and Arabic linguocultures", 2015. 168 p.
5. Yu.V. Fernandez Sanchez. "Features of humor in the linguoculture of the basics" 2016.119 Art.
6. Zh.V. Kurguzenkov. "Conceptualizing Feminine Beauty in English Language Culture." 2016.97 p.
7. Zh.V. Kurguzenkov. "Phraseological units nominating a man-womanizer in French and Russian." 2015.65 p.
8. O.A. Kudrya "Lexical-semantic classification of secondary color designations in the English and Ukrainian languages: linguoculturological analysis", 2015. 58 p.
9. A. N. Gritsenko. "Favorites" 2015.159 p.
10. E.M. Markov. "The main goals of life: interviews", 2017.162 p.

11. Cui Liwei "Non-Equivalent Vocabulary in the Image of China in Russian Amy-Grant Literature", 2016.86 p.
12. Shalyukhin "Compliment and praise as a manifestation of empathy in the Spanish language", 2017. 91-102 p.
13. Lonskaya. "The image of power in the language of the Russian print media of the 1990s", 2017.122 p.
14. Chan ThanhTunga "Cultural-thematic fields" war "and" peace ", 2015: 124 p.
15. M.A. Belova. "Linguoculturological and linguopersonalological analysis of the implementation of religious concepts in the Russian embodied caricature", 2017: 199 p.
16. L.M. Koltsova, T.Yu. Kudryavtseva, S. Churikov "The linguoculturological value of archaisms and historicisms in the practice of teaching RFL", 2015.58 p.
17. Radovich. "Linguocultural analysis of toponyms and katoikonyms of the Bolivian national version of the Spanish languages" 2016.138 p.
18. Abdurakhmonova, M. M., ugliMirzayev, M. A., Karimov, U. U., &Karimova, G. Y. (2021). Information Culture And Ethical Education In The Globalization Century. *The American Journal of Social Science and Education Innovations*, 3(03), 384-388.
19. Karimov, U., &Abdurakhmon, A. (2017). Innovative Information Technology In Education. *Форуммолодыхученых*, (5), 9-12.
20. Umaralievich, K. U. Spiritual Education Of Students Of Pedagogical Universities On The Basis Of Cultural And Humanistic Approach.



DOI: **10.5958/2249-7137.2021.01815.2**

QUANTUM CHEMICAL CALCULATION OF PIPERIDINE-BASED SYNTHESIZED COMPOUNDS USING THE PM-3 SEMIEMPIRICAL METHOD

Pulatova Nilufar Ubaydullaevna*; **Maksumova Oytura Sitdikovna****

*Doctor of Chemical Sciences (PhD),
Tashkent Institute of Chemical Technology,
Tashkent, Republic of UZBEKISTAN
Email id: nilufar_pulatova@inbox.ru

** Professor, Doctor of Chemical Sciences,
Tashkent Chemical-Technological Institute,
Tashkent, Republic of UZBEKISTAN
Email id: omaksumovas@mail.ru

ABSTRACT

The article provides estimates of the geometry of molecules, calculation of the stability of intermediate products and transition states. Calculation of the results for the majority of reactions is carried out experimentally. Along with a multi-stage process, difficulties are inherent in the appearance of intermediate stages and the presence of intermediate reaction products in an extremely short time.

KEYWORDS: *semiempirical methods, RM3 and AM1, 3D structure piperidine, acrylic acid, metacrylic acid.*

INTRODUCTION

Today, the methods of quantum chemistry and molecular dynamics are widely used in the numerical simulation of the electronic and atomic structures of complex systems of molecular, crystalline, and transitional (nano) sizes. This is due to the technological development of the corresponding software[1-2]. Nowadays, there are quite a few modern computational complexes operating in the world that implement the methods of quantum chemistry and molecular dynamics, however, for a wide range of users, the use of these methods is most accessible is provided by the well-known quantum-chemical and molecular-dynamic program HyperChem[3-4].

RESEARCH METHODS AND TECHNIQUES

As is known, the physicochemical properties and reactivity of molecules are associated with their electronic structure and energy characteristics [5]. The rapid development of methods for quantum chemical calculations and the emergence of powerful computer tools have made it possible to determine many properties of complex organic substances. In this regard, in quantum chemical and molecular dynamics research, when obtaining information necessary to create certain patterns and mechanisms for the synthesis of organic compounds, these methods of physical and chemical research are of particular importance [6]. Quantum chemistry makes it possible to explain experimental data on the reactivity of organic compounds and predict possible reactions. The basis of modern quantum chemistry is the Schrödinger equation, which is usually solved for stationary states in an adiabatic process [7]. Using the methods of quantum chemistry, it is possible to obtain data on electron density, electron density distribution, potential reaction regions and various spectroscopic calculations. Currently, the methods of quantum chemistry are the cheapest, simplest, and most versatile methods for studying the electronic structure of molecules. However, it is impossible to completely abandon the traditional experimental methods of studying substances. Since in traditional methods all external factors are taken into account. Due to the complex nature of substances, it is necessary to take into account the influence of temperature, the nature of the solvent, catalysts, etc. [8].

RESEARCH RESULTS AND DISCUSSION

This section presents the results of quantum chemical research on the geometric, electronic structure of synthesized compounds. The electronic and spatial structure of the synthesized compounds, the distribution of electrons, the optimal geometry, the bond lengths between the atoms, the charge values of the atoms were determined. Quantum chemical calculations of 1-chloro-3-piperidine-2-propanol, 1-chlorine-3-piperidine-2-propyl-acrylate and 1-chlorine-3-piperidine-2-propyl-methacrylate molecules, PM-3 semi-empirical was performed using the method (calculations in the program Hyper Chem 8.07) the results of quantum chemical calculations are given below (Figures 1, 2, 3).

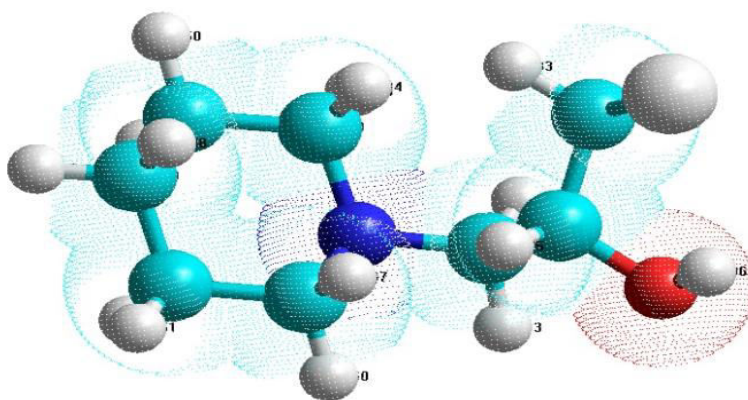


Figure 1. 3D structure of 1-chloro-3-piperidine-2-propanol.

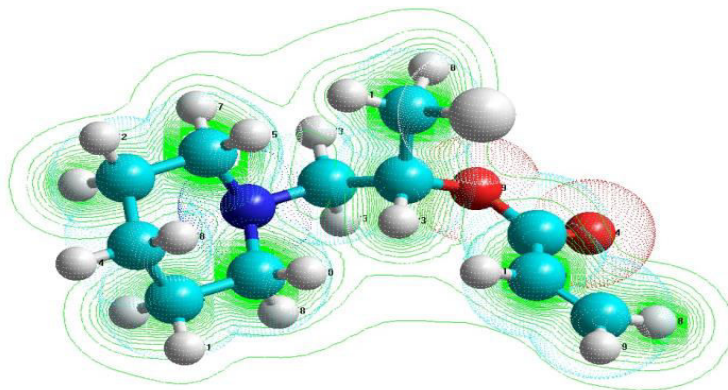


Figure 2. 1-chlorine-3-piperidine-2-propyl acrylate 3D structure

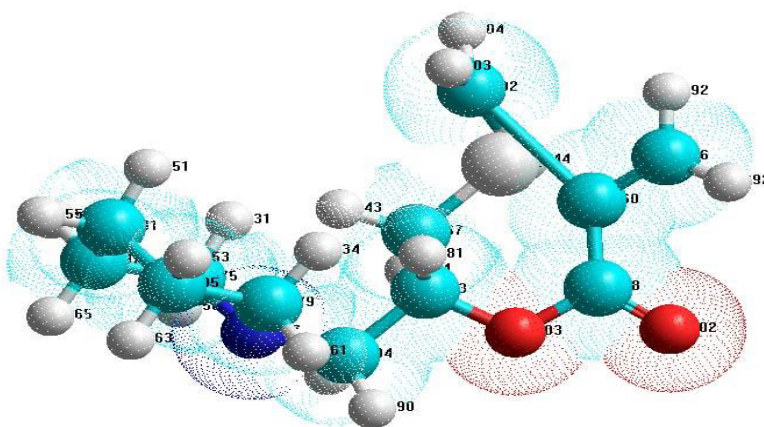


Figure 3. 3D structure of 1-chlorine-3-piperidine-2-propylmethacrylate

Based on the analysis of the charge distribution in the atoms of the molecules of the synthesized substances, it can be seen that the negative charge values are slightly more concentrated in the oxygenatoms (Figures 4, 5., And 6).

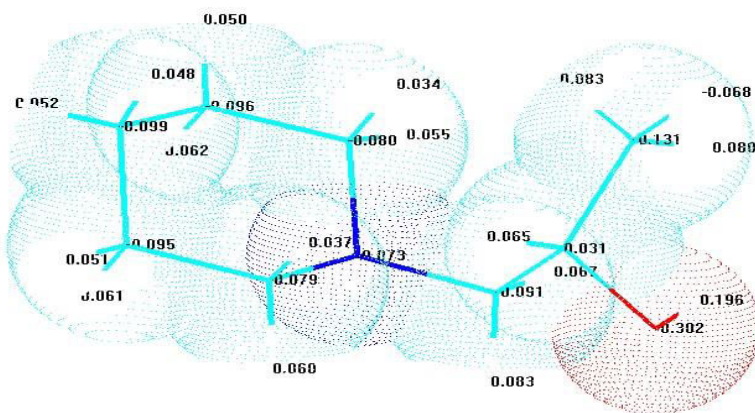


Figure 4. Charge distribution in the 1-chloro-3-piperidine-2-propanol molecule

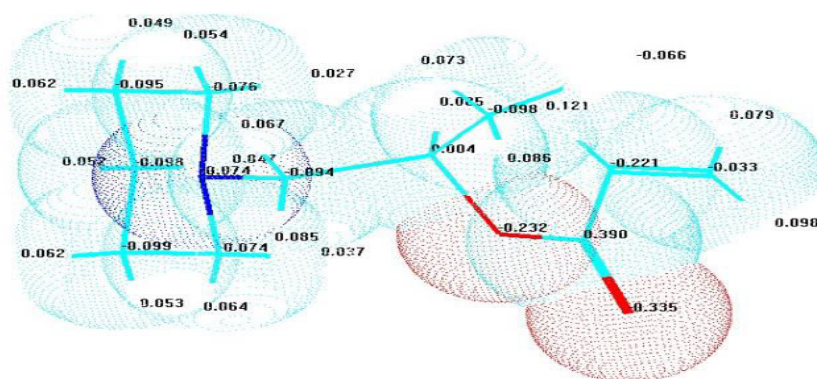


Figure 5. Charge distribution in the 1-chlorine-3-piperidine-2-propylacrylate molecule

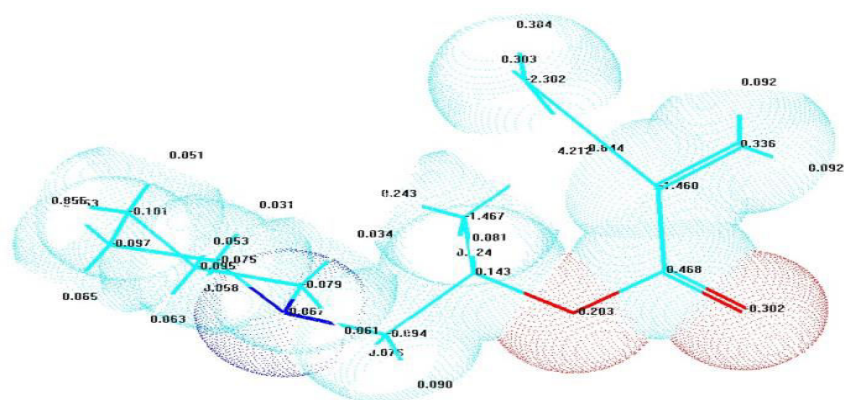


Figure 6. Charge distribution in 1-chlorine-3-piperidine-2-propylmethacrylate molecule

The distribution of electron densities in the molecules of the above substances is also calculated.

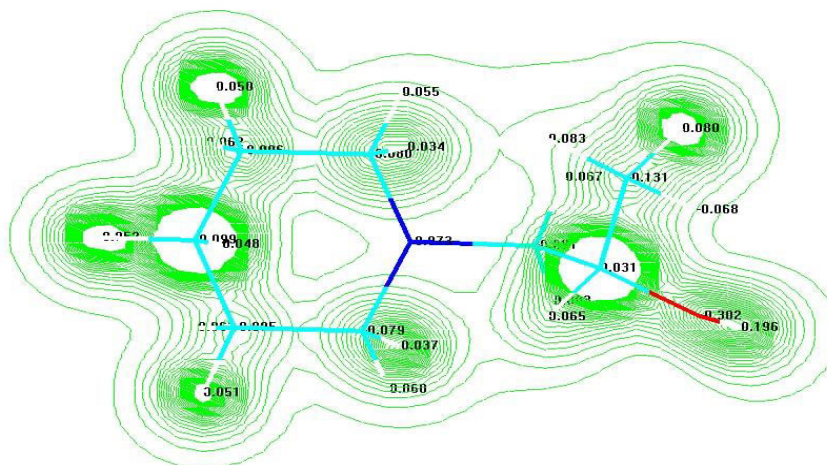


Figure 7. Electron density distribution in the 1-chlorine-3-piperidine-2-propanol molecule

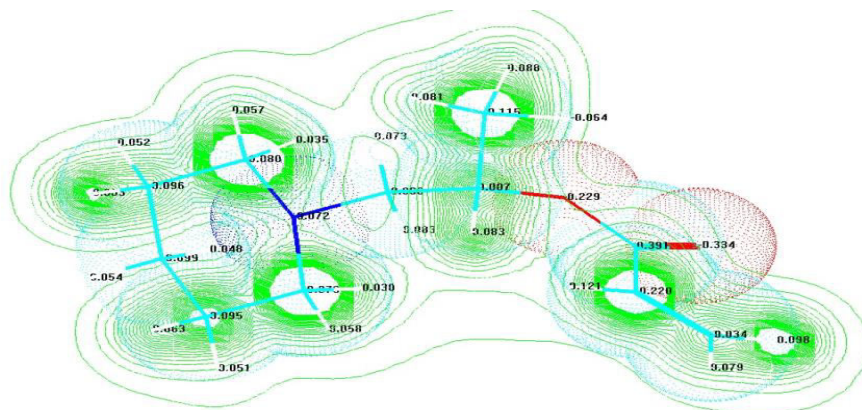


Figure 8. Electron density distribution in the 1-chlorine-3-piperidine-2-propylacrylate molecule

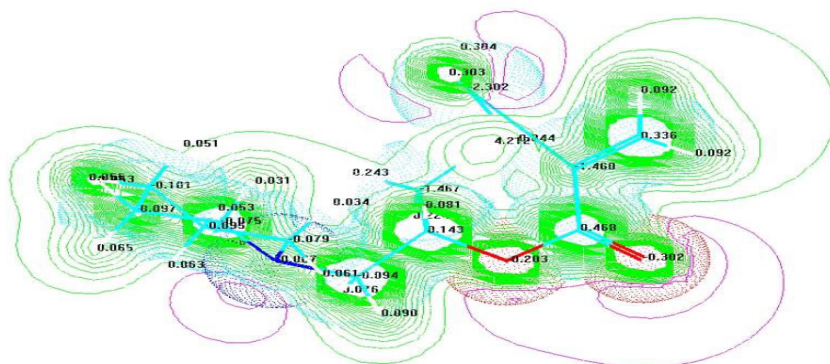


Figure 9. Electron density distribution in 1-chlorine-3-piperidine-2-propylmethacrylate molecule

From the data obtained, it can be seen that the oxygen atom in the studied substances has a high electro negativity value and it is denser than other atoms. It is possible to determine the reaction center of heterocyclic molecules by quantum chemical calculations of the electronic structure and energy properties of the selected molecules (total energy, formation energy, heat of formation, electron energy, dipole moment) (Table 1).

TABLE 1 QUANTUM CHEMICAL CALCULATION OF SYNTHESIZED COMPOUNDS

Name of compounds	The energy of formation is kcal/mol	Heat of formation, kcal/mol	Heat of formation, kcal/mol	Electronic energy, eV	Nuclear energy, kcal/mol	Dipole moment (D)
Total energy is kcal/mol						
1-chloro-3-piperidine-2-propanol	-45396,29	-2476,10	-73,80	-254839,69	209443,40	0,9793
1-chlorine-3-piperidine-2-propyl	-61054,94	-3165	-85,33	-392416,96	331362,17	3,653

acrylate						
1-chlorine-3-piperidine-2-propyl methacrylate	-58345,7	-3019,91	-112,06	-360759,54	302413,83	3,906

In conclusion, it can be said that the results of the study show that the value of the negative charge in the compounds is heterocyclic. Concentrated slightly more in the oxygen atom located in the side chain than in the ring.

This can be explained by the electro negativity values of the atoms of the element, as the oxygen atoms in the substance perform the function of electro donation because they exhibit a high electro negativity value[9].

An amino alcohol was synthesized on the basis of piper dine and epichlorohydrin. The esterification reaction of acrylic and meth acrylic acids with the obtained amino alcohol was studied. The kinetic laws of radical polymerization reactions of synthesized 1-chlorine-3-piperidine-2-propylacrylates and 1-chlorine-3-piperidine-2-propyl methacrylates were studied. The order of the monomer and initiator of the reaction, the activation energy of the process were calculated, and the average characteristic viscosity of the polymers was determined using the viscometric method. Polymer hydro gels based on 1-chlorine-3-piperidine-2-propylacrylate were synthesized at relatively high temperatures. Their degree of swelling and physicochemical parameters under the influence of various conditions was determined.

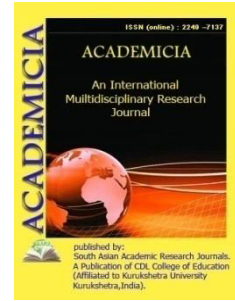
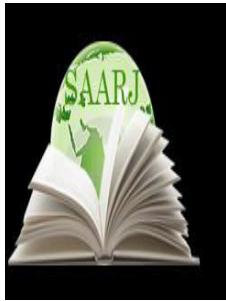
IN CONCLUSION

Quantum chemical calculations of 1-chlorine-3-piperidine-2-propanol, 1-chlorine-3-piperidine-2-propylacrylate and 1-chlorine-3-piperidine-2-propyl methacrylate selected using modern computer programs(atomic charge, 3D structure, distribution of electron clouds, dipole moment, etc.) were performed. It was shown that the negative charge values in the molecules were slightly higher in the C atoms near oxygen and the double bond. Based on the results obtained by literature sources and physicochemical methods, the reaction mechanism for the formation of complex ether obtained on the basis of piper dine was proposed [10].Based on the results obtained, the mechanisms of radical polymerization of 1-chlorine-3-piperidine-2-propyl acrylate and 1-chlorine-3-piperidine-2-propyl methacrylate were presented.

REFERENCES

1. Braun D, Iva'n B, Kelen T, Tu'do's F. Structural defects in poly(vinyl chloride). IV. Thermal degradation of vinyl chloride/acetylene copolymers. EurPolym J. 1986;22:1–4.
2. Hanwell M. D. Avogadro: An advanced semantic chemical editor, visualization, and analysis platform / M. D. Hanwell, D. E. Curtis, D. C. Lonie, T. Vandermeersch, E. Zurek, G. R. Hutchison // J. Cheminform.– 2012. – Vol. 4 (1). –P. 17.
3. Artyushenko P.V. Atomic and electronic structures of pheromones in the ground and excited states: Diskand. phys-mat. sciences. - Krasnoyarsk: FRC KSC SB RAS, 2019 .-- 100 p.
4. Soloviev, M.E. Computer chemistry / M.E. Soloviev, M.M. Soloviev. - M .: Solon-Press, 2005 .-- 536 p.

5. Tsirelson, V.G. Quantum chemistry: molecules, molecular systems and solids: textbook. manual for university students studying in chem.-technologist. directions and specialties. - M.: BINOM. Knowledge Laboratory, 2010. -- 496 p. Access mode: <http://www.biblioclub.ru/book/95498/>
6. M.J. Frisch, G.W. Trucks, H.B. Schlegel, G.E. Scuseria, M.A. Robb, et.al., GAUSSIAN 98, Revision A.11, Gaussian, Inc., Pittsburgh, PA, 2001.
7. N. Sundaraganesan, S. Ilakiamani, P. Subramanian, B.D. Joshua, Spectrochim. Acta 2007, 67A., 628-635
8. Zhurko, G. A., and D. A. Zhurko. "ChemCraft version 1.6 (build 312)." (2013). C. Lee, W. Yang, R. G. Parr, Phys. Rev. B 1988, 37, 785.
9. Pulatova N.U., Maksumova O.S. 1-chloro-3-piperidine-2-propyl acrylate asosida olingan hydrogelning physicist-kimeviy hususiyatlari // Implementation of scientific achievements into practice and elimination of corruption in the days of activity III international conference-symposium. Toshkent, 2019. –B.295-297.
10. Pulatova NU, Maksumova OS Electronic structure of 1-chlorine-3-piperidine-2-propyl acrylate and methacrylate // Innovations in the oil and gas industry. Tashkent 2020. –P.484 - 485.



DOI: 10.5958/2249-7137.2021.01816.4

PSYCHOLOGICAL IMAGERY IN THE WORK OF NAZARESHANQUL

Soxiba Saidmuradova*

*Teacher of the Uzbek Language and Literature,
Department of the Pedagogical Institution of Termez State University,
UZBEKISTAN

Email id: gulnozaqurbonova@mail.ru

ABSTRACT

This article discusses one of the current issues in the field of literature, the psychological image and its interpretation in the works of Nazar Eshankul. Psychological image, in general, in the literature, some analysis of the specific interpretation of psychological views. One of the features of Uzbek literature of recent years is that it strengthens the unconventional image of the inner world, the soul and mind of a person outside of consciousness, directions and styles based on various philosophical and artistic principles. The story "People of War" glorifies the positive qualities of the Uzbek people, such as courage, bravery, courage and priority, courage, sincerity. The task of the creator is to skillfully reflect these unique experiences of the soul and to express them artistically with a deep understanding of the subtle mental states. When we consider the issue of artistic psychology in the context of the work of Nazar Eshankul, we see that the research that should be carried out in Uzbek literature on this issue is relevant and necessary today.

KEYWORDS: Artistic Psychology, Image, Mental Image, Stories And Tales, Psychological Analysis, Artistic Image.

INTRODUCTION

In fiction, a work of art is the product of a writer's or poet's high artistic thinking. Whether it is a story or a novel, a drama or a drama, the life of a person and the society in which he lives, the destiny of human beings, finds its artistic expression in them. Just as people in the world do not exactly repeat each other, just as they do not look exactly like each other, so their inner world, feelings, emotions and spirits are unique. The task of the creator is to skillfully reflect these unique experiences of the soul and to express them artistically with a deep understanding of the subtle mental states. In the dictionary of literary terms compiled by Uzbek literary scholars, the

term "artistic psychology" is one of the most important means of creating a complete human image in a work of art. a set of methods and tools that serve "(Literature 2, p. 48).Scientific sources distinguish three main principles of artistic psychology - the dynamic principle, the analytical principle and the typological principle.

Thoughts and feelings of artistic images in works are expressed in the "inner monologue" or in the language of the author - this is a direct form of psychological image. In the play, the behavior of the character's psyche - actions, words, facial expressions, revealing the physiological changes in it - is an indirect psychological image. These two forms of the image of the soul complement each other, and the writer skillfully uses both to reveal the psyche of a particular image.

Nazar Eshanqul is a master of modern Uzbek literature, and artistic psychology is an important aspect of Nazar Eshanqul's artistic skills. In many of his stories and narratives, the psychological image is reflected at the level of art. Because the writer skillfully reveals the inner world of the protagonist through his own style, that is, through speech characteristics, inner monologue, hallucinations, hesitation of personality. Let's take the image of Muazzam in the story "Momokoshiq", first he tries to become a famous singer, to develop his talent, to escape from the boring village life. One of the characters in the story, Shamsi Salah, said: Muazzam whispered to himself, "I have been praying for him for a lifetime." (3literature.136-p)

The writer skillfully enriches the image of Muazzam, brings the image of self-imaginary conversation in the story to show the facets of talent. "You are a flower growing in the weeds," he said. You are a drop of tears in your eyes... You must be happy, You came to earth only to be happy, Your voice is gifted to lead mankind to the land of beauty and fantasy. You are the most noble and unique example of nature. You deserve only respect, honor and rest. " The responsibility of the bride comes to an end, and at the end of the story she changes her mind. "My roots are here, among the people. I do not blush anywhere else. After much thought, I decided to leave us alone," Shamsi told Salah. (3-literature 158page)

The story "People of War" glorifies the positive qualities of the Uzbek people, such as courage, bravery, courage and priority, courage, sincerity. The lives of ordinary Uzbek villagers, their anxious lifestyles, especially their endurance during the war years, their courageous overcoming of difficulties, but their only infidelity bending the human body, are tried to be revealed through interesting psychological images. " In the usual sense of respect for those who have returned from the war, Normat sits on a net with his prosthetic leg on his right leg, leaning on three poles, and the old men lying on either side of him or leaning against the wall simply talk to Normat. they were trying. Around the stove, the old women leaned over to the old men sitting on the right, and had a lively conversation; Sometimes the old men would sniff and gently pinch them, and they would open their toothless mouths and say, "Hey, die, don't grow old, stay under your beard," and they would say to the old man, "Hey, die, don't grow old, stay under your beard." It was as if the wives had come here to hug each other. "(3-literature, pp. 5-6)

Normat stared silently at the faces of his fellow villagers, as if suffering from something or embarrassment. Not wanting to lie down in front of everyone, he tried to get up and sit down, but his prosthetic leg was interfering.

Normat did not talk much about the hardships of the four years of the war, the hard days he went through, and the feeling of complaining was foreign to him. But some change in his wife; the cold attitude made him think deeply. "Anzirat... I thought of you every day in those places, I

thought of the children... I prayed to God that I would survive for their happiness... Anzirat, say something! You haven't laughed or spoken since I came." His wife threw herself on the bed and cried. Normat was stunned. "There is something here," he thought, noticing the change in his wife. The writer must somehow clarify this. There were sentences in the story that excited and at the same time expressed the feelings of Normat. , sighed and cried. Normat did not know what to do. This cry of Anzirat was the news of something bad. I thought, "What's wrong with me ?!" The writer NazarEshankul used such psychological descriptions with great skill to soften the reader's anger against Anjirrat.

Shamsi Salah felt angry. But she did not know whether it was because of her anger or because of what she said. What did he want to believe in these fields, where the smell of his feet lingered? What to believe? Shamsi Saloh thinks for a long time. Finally, he begins to understand Muazzam.

In literature, one author tries to reveal aspects of character, while another shows the influence of society and life on character formation; third, that emotions are related to emotions; and the fourth is the analysis of passions. It is true that in these stories written by NazarEshankul, the secrets of the human psyche are revealed, and the artist uses various methods and means of artistic psychology. Any artistic form of the word, whether it is oral or written, is important in terms of its impact on the spiritual and psychological world of man. will not be able to fulfill its leading aesthetic function until it finds its owner. Only at the beginning of the "dialogue" of the work of art with the reader does it come to life, acquire a receptive essence. At the same point, the mechanism of artistic psychologism is activated. The writer's artistic expression, the method of depiction, the style of psychological expression come to life.

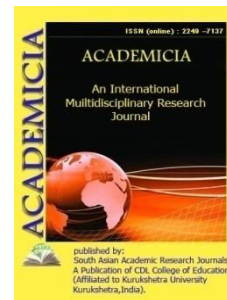
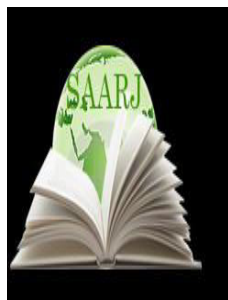
When we consider the issue of artistic psychology in the context of the work of NazarEshankul, we see that the research that should be carried out in Uzbek literature on this issue is relevant and necessary today. The image of the soul is deeply embodied in the writer's work and reveals the views of the creator in detail. and learning is one of the most pressing issues facing science today.

One of the features of Uzbek literature of recent years is that it strengthens the unconventional image of the inner world, the soul and mind of a person outside of consciousness, directions and styles based on various philosophical and artistic principles. In this regard, the works of the famous writer N. Eshankul "Coffin" ("Tobut"), "Pleasure of pain" ("OgrikLazzati"), "Therapy" ("Muolaja"), "Lattices of the night" ("Tun Panjaralari") and "The Black Book" ("Qorakitob") turned into genuine examples of the principle of the modernist image. Despite the fact that the works of N. Eshankul from the point of view of subject, genre and volume are different, they do not dominate the system of events in interpreting the problems of man and life, his "I", but the study of internal investigation, the dialectic of the human soul, painful points in him. And this process, of course, manifests itself more in the modernist approach than in the realistic image. In this approach, sensualphilosophical observation, the imagery of the image and expressiveness, the level of the author's metaphorical mind, acquire great importance. The colorfulness of these properties is especially embodied in the novel "Lattices of the Night."

REFERENCES

1. "Uzbek national encyclopedia" T-2007.

2. D.Quronov. Literary Dictionary.Akademnashr.T-2013.48-p.
3. NazarEshonqul. The smell of mint. Stories and tales.T.-2008y.
4. D.Quronov. Introduction to Literary Studies.-A. Hayot Publishing House, 2002.



DOI: **10.5958/2249-7137.2021.01817.6**

TECHNOLOGY OF ACTIVE AND INTERACTIVE LEARNING IN A NON-LANGUAGE UNIVERSITY

Fozilova Makhina Adashevna*

*English Teacher,
Samarkand State Architectural and Civil Engineering Institute,
UZBEKISTAN

ABSTRACT

This article is devoted to the study and research of the use of interactive methods in the process of teaching a foreign language, in particular English, to students with an economic direction of study. Games and game techniques are considered as a type of interactive learning at the present stage, based on new trends in language teaching, taking into account the professional needs of students.

KEYWORDS: *Interactive Methods, Games, Case Studies, Discussion Practice, Discussion As An Interactive Technique.*

INTRODUCTION

Today, in the process of teaching a foreign language to students of non-linguistic universities, in particular students of economic specialties, interactive teaching methods are widely used, some of which are games and gaming technologies. Games are often used in the communicative language of learners. Students find them enjoyable, and if designed correctly, they provide students with valuable language skills.

The highlighted basic components of interactive learning and its basic principles have become fundamental in the selection of interactive forms and techniques in the process of developing a methodology for using interactive forms in the classroom.

Make the student work, work on his own, teach him to do something that was unthinkable for him other than by his own strength, A. Disterweg claimed to learn something.

The material prepared for the occupation of students of the architectural and construction specialty, basically, should contain information about the history of the development of world architecture, artistic styles and trends, as well as the work of prominent architects in English

The technology of active learning in a non-linguistic university is such an organization of the educational process in which non-participation in the cognitive process is impossible: each student either has a specific role task in which he must publicly report, or the quality of the performance of the cognitive task assigned to the group depends on his activities. It includes methods that stimulate the cognitive activity of students, involving each participant in mental and behavioral activity. They are aimed at awareness, development, enrichment and personal acceptance of the existing knowledge by each student.

In his book, Oleshkov cites and analyzes attempts by various authors to classify pedagogical technologies and says that "most of the teachers of higher education do not realize the differences between methodology and technology" and that "for example, V.F.Shatalov's methodology is not a technology, since its successful implementation depends on many local factors, starting with the personality of the teacher himself and ending with the contingent of students.

If we take into account a number of the presented characteristics, then we can conclude that there is currently no substantiated classification of pedagogical technologies in pedagogy. In the works of well-known researchers of the problems of modern didactics, such classifications are either absent, or pedagogical schools, methodological systems and concepts end up on a par with technologies. "

It is known that a person remembers 10% of what he hears, 50% of what he sees, and 90% of what he does himself. This means that memorizing does not mean to know, to know does not mean to be able, and to be able is impossible without active activity. Therefore, one of the reasons for the use of active teaching methods and interactive forms of teaching was to improve the learning process in order to activate the mental activity of students, develop their creative thinking and, thereby, identify its potential capabilities. It was possible to do this through the widest possible use of special training methods (audiovisual, active speech, etc.), as well as through the implementation of the principle of problem learning, which is based on the activation of the search educational and research activities of students, when they do not just acquire knowledge and ready-made results, and independently go through the path of scientific knowledge and develop the most effective skills for obtaining and applying knowledge in practice. That is why problem-based learning "is the most effective means of achieving solid, deep knowledge, skills and abilities."

The most reasonable model for the implementation of problem learning is such a form of active methods as business or imitation play. The educational game, on the one hand, involves group exercises to develop a solution.

There are different interpretations of the terms "teaching method" and "teaching method". In fact, it is a way of interaction between a teacher and students, with the help of which knowledge, skills and abilities are transferred.

The difference is that reception is a short-term method that involves working with one, specific ZUN. And the method is a lengthy process, consisting of several stages and including many techniques.

Thus, the method of teaching is only an integral part of one method or another.

Methods are classified according to various criteria:

by the nature of educational activities: reproductive, problematic, research, search, explanatory-illustrative, heuristic, etc.;

according to the degree of activity of the teacher and students: active and passive;

by the source of educational material: verbal, visual, practical;

by the method of organizing educational and cognitive activities: methods of forming ZUN in practice, methods of obtaining new knowledge, methods of testing and evaluation.

G.K. Selevko believes that active teaching methods are called technologies and are assigned to the class of educational technologies designated as "technologies for modernizing traditional teaching based on the activation and intensification of students' activities"

The idea of active teaching methods in pedagogy is not new. The founders of the method are also considered to be such renowned teachers as J. Comenius, I. Pestalozzi, A. Disterweg, G. Hegel, J. Rousseau, D. Dewey. Although the idea that successful learning is based primarily on self-knowledge is still found among ancient philosophers.

Signs of active methods are manifested as follows

activation of thinking, and the student is forced to be active;

long time of activity - the student does not work sporadically, but throughout the entire educational process;

independence in the development and search for solutions to the assigned tasks;

motivation to learn.

Yu.B. Zotov defines methods as "orderly ways of interrelated activity of the teacher and students, aimed at solving educational problems; each method has a complex structure and is determined by the goals of education and the laws of the learning process "

The most general classification divides active methods into two large groups: individual and group. More detailed includes such groups:

In the learning process, the teacher can choose either one active method or use a combination of several. But success depends on the consistency and ratio of the chosen methods and tasks.

Let's take a look at the most common active learning methods:

Discussion Method: Discussion is a type of problem-solving method that requires the study of educational material on a topic. Before starting work, you need to have a discussion. According to R. Millrood, discussion is a simulation of reality for educational purposes with the task of problematic growth, cooperation or challenging the points of view of participants, polarizing opinions, making decisions and solving problems.

Group discussion is most effective when they follow a logical, step-by-step problem-solving process. This is the most common procedure that students use.

Following the scheme, the group first analyzes the problem, and then moves on to the stage of solving the discussion. If everyone in the group is familiar with this model, the discussion will be much more organized.

At the same time, Millrud R., suggests organizing a discussion of the pyramid as a paired work, two pairs are put together to compare the answers and agree on a joint solution to the problem. The large groups then continue to discuss the problem and come up with a single solution, but the same solution is offered to the whole class or group.

Presentations are the simplest and most accessible method to use in the classroom. This is a demonstration of slides prepared by the students themselves on the topic.

Case technologies - Based on the analysis of simulated or real situations and the search for a solution. Moreover, there are two approaches to creating cases. The American school offers the search for a single correct solution to a given problem. The European school, on the other hand, welcomes the versatility of solutions and their rationale.

The essence of this method is a collective analysis of the situation, the search for a solution and public defense of this decision. In the process of considering cases, students acquire the skills of teamwork, independent modeling of solutions, independent analysis and defending their opinions. This method was first applied at Harvard University in 1870. This method assumes ambiguity in solving the problem, which creates a problem for discussing the argumentation of the proposed solutions and choosing the most appropriate one.

Problem Solving Method: Problem solving methods have emerged as part of a student-centered approach, interactive and inductive learning. Problem-solving methods are not new. They were widespread in the 20-30s of the XX century and later appeared in a new variation in the 80s. Today, by the method of solving problems, we mean the creation of problem situations and the independent activity of students to find solutions in the process of organizing lessons. As a result, students' creativity is developed. Knowledge and methods of such creative activity are not given in ready-made forms; no rules and instructions given by the teacher suggested.

The key idea of this method is to stimulate the research activities of students. Enhancing the cognitive activity of students, the process and motivation for learning will be successful if you discuss, substantiate and involve students in the process of arguments that express their own ideas and evidence. Such lessons have turned into dialogue, mutual reflection and research work.

The problem method refers to active methods in which the given problem and its solution motivate the intellectual activity of students.

Didactic games - unlike business games, didactic games are strictly regulated and do not imply the development of a logical chain to solve a problem. Play methods can also be attributed to interactive teaching methods. It all depends on the choice of the game. So, popular travel games, performances, quizzes, KVN are techniques from the arsenal of interactive methods, since they involve students' interaction with each other.

Basket method - based on simulating a situation. For example, the student should act as a guide and take a tour of a history museum. Moreover, his task is to collect and convey information about each exhibit.

Also, the task of interactive learning is to teach independent search, analysis of information and the development of the correct solution to the situation.

Teach teamwork: respect someone else's opinion, show tolerance for another point of view.

Teach you to form your own opinion based on certain facts.

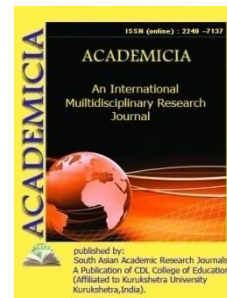
Interactive learning methods and techniques

The project method is an independent development by students of a project on a topic and its defense, as modeling social interaction in a small group, is one of the innovative technologies for teaching foreign languages. It involves the use of a student-centered approach and the development of research and reflexive skills. A project means independent planning and independent, research work. The key idea of this technology is the student's interaction with the group, and the interconnected study of some materials, where all students are responsible for the result of the completed project. That is why students help each other to achieve a specific result.

Thus, project-based learning begins with an assignment of one or more tasks that lead to the production of the final product. The culmination of a project is usually a written or oral presentation / presentation with a summary of the project used to present the result, depending on the purpose and method, projects are of such types as research, creative, role-based, practice-oriented.

LITERATURE

1. English for architects: a textbook on English for students of architectural and construction specialties of universities / E. N. Bezruchko. - Rostov n / a: Publishing Center "Mart"; Phoenix, 2010.— 306 p.
2. Oleshkov M.Yu. Pedagogical technology: the problem of classification and implementation // Professional pedagogical technologies in the theory and practice of teaching: Collection of scientific papers. - Yekaterinburg: RGPPU, 2005. - S. 5-19.
3. Belchikov Ya.M., Birshtein M.M. Business games. Riga: AVOTS, 1989.304 p.
4. Selevko G.K. Encyclopedia of educational technologies. Volume 1. M .: Public education, 2005.535 p.
5. Yu.B. Zotov. "Organization of a modern lesson" - M., Enlightenment, 1984
6. Akhmedova L.T., Lagay E.A. Modern technologies of teaching Russian language and literature. - T., 2016.
7. Makhkamova G.T., Alimov Sh.S., Ziyaev A.I. Innovative pedagogical technologies in the English language teaching. - T .: Fan va technology. - 2017.
8. Polat E.S. New pedagogical technologies in foreign language lessons. Learning in cooperation // School education. 2009. No. 3. S. 33–45.



DOI: 10.5958/2249-7137.2021.01818.8

EFFICIENCY OF MIXED SOWING OF MAIZE WITH FORAGE BEET IN IRRIGATED MEADOW SIEROZEM SOILS OF UZBEKISTAN

Azizov M.B*; Aberkulov M.N; Yakubjonova N.A***; Khayrullayev S.Sh******

*Professor,

Tashkent State Agrarian University,
UZBEKISTAN

**Docent,

Tashkent State Agrarian University,
UZBEKISTAN

***Assistant,

Tashkent State Agrarian University,
UZBEKISTAN

****PhD student,

Tashkent State Agrarian University,
UZBEKISTAN

ABSTRACT

It has been established that one of the most important ways to increase the productivity of animal husbandry is to create a high fodder base. An important element of increasing the rational use of irrigated land in fodder production is the combined sowing of fodder crops. It was found that with combined sowing, the total yield of forage crops always increases the yield from clean sowing. With clean sowing of fodder beets, the yield of root crops was 860 c / ha, the fodder unit from one hectare of the area was 1720 k.kal. With mixed sowing of maize with fodder beet, the yield of maize grain was 100 c / ha, stem 240 c / ha, fodder beet 720 c / ha, and the total fodder unit from one area was 36200 k.kal.

KEYWORDS: *Mixed Sowing, Absolute Sowing, Fodder Crops, Irrigated Lands, Fodder Balance, Fodder Unit, Yield, Quality, Rational Use.*

INTRODUCTION

Uzbekistan is located in the dry subtropical zone of Central Asia. Potential crop yields, including forage crops, are high. Under irrigated conditions in this region, 2-3 harvests from forage crops can be obtained per year. However, the real yield of forage crops is very low. This is due to the low level of applied technologies for the cultivation of forage crops, the sowing of low-yielding plants and varieties, the use of traditional technologies.

In recent years, with an increase in the population in the republic, the population's demand for food products, including livestock products, has increased. However, the efficiency of irrigated land in fodder production is very low, which has led to a sharp increase in the purchase price of meat and milk. Therefore, the study of increasing the yield of forage crops is one of the most pressing problems.

In connection with this, increasing the yield of forage crops, providing cattle with forage is one of the most pressing problems. This circumstance posed the task of the republic's agricultural scientists to look for new innovative ways of intensive use of irrigated and non-irrigated wedges in the republic. Proceeding from this, one of the ways of further intensification of agriculture is the introduction of mixed crops of forage crops into the system of irrigated land use [1].

In the research works of IV Massino, the total leaf area and the scientific foundations of the formation of a biological yield were studied during the joint sowing of maize with sorghum [5, 6].

In most of the above experiments, the value and technology of mixed sowing of cereals and legumes were studied. Mixed sowing of maize and legumes provides high-quality roughage and concentrated forage. However, scientific work on the study of mixed sowing of maize with root and tuber crops has not previously been carried out. There is very little scientific evidence in this area. Proceeding from this, one of the ways of further intensification of agriculture is the introduction of combined crops of crops into the system of irrigated land use [2, 3].

In this regard, our research work in the aspect of studying the combined sowing of several crops is aimed at enhancing the educational and production potential of rural farmers in the effective use of irrigated land in the conditions of our republic [4, 7, 8].

MATERIALS AND METHODS

Experiments to study the characteristics of the growth and development of maize and fodder beets with their combined sowing were carried out in the experimental section of the Tashkent State Agrarian University. The soils of the experimental plot are typical sierozem soils of old irrigation.

Field and laboratory research, records, and phenological observations were carried out following generally accepted methodological guidelines. The experiment was set up, the statistical processing of the yield data was carried out by the method of analysis of variance according to the method of B.A. Dospekhov (1985)

During the growing season, we carried out one feeding of the plants at the rate of 70 kg/ha of ammonium nitrate (l.s). The predecessor was perennial alfalfa. During the growing season, six vegetation irrigations were carried out with a total consumption of an annual irrigation rate of

3000 m³ / ha. During the growing season, biometric records and observations of plant growth and development were carried out.

RESULTS AND DISCUSSION

As our observations showed, maize seeds gave mass shoots on the 5th day from sowing, fodder beets - on the 6th day. During the praxis period, the maize plants were taller than the beet plants.

TABLE 1 INFLUENCE OF MIXED SOWING OF MAIZE WITH FODDER BEET ON THE FORMATION OF THE TOTAL YIELD AND FODDER UNIT

№	Options	Grain harvest maize, c/ha	Stem harvest maize, c/ha	Урожай crop beetroot, c/ha	root- Total unit, k.kal	fodder
1	Maize (hybridF ₁)	110	260		23840	
2	beetroot			860	17200	
3	Sowing beetroots after maize	110	260	380	31440	
4	Mixed sowing of maize and beetroots	100	240	720	36200	

Studies have shown that in the initial phases of growth and development, that is, before the appearance of 5-6 true leaves in the plant, it was relatively slow. Which allowed the formation of root crops in beets. And later the growth and development of maize accelerated, which led to the shading of fodder beets, which negatively affected the growth and development of fodder beets. Harvesting of maize grain was carried out on June 20th. After cleaning grain of maize, the intensity of growth and development of fodder beet increased sharply.

Data on the positive effect of mixed sowing of maize with fodder beets on the formation of the total yield are shown in Table 1.

It was found that with mixed sowing of maize and fodder beet, the productivity of individual crops is slightly inferior to that of pure sowing. However, with mixed sowing, the total yield per unit area significantly exceeds that of the control variant.

The above data show that with the clean sowing of maize, the grain yield was 110 c / ha, and the stem yield was 260 c / ha. With pure sowing of fodder beets, the yield of root-crops was 860 c / ha.

When re-sowing fodder beets after maize, the yield of maize grain is 110 c / ha, the yield of the stem is 260 c / ha, the yield of repeated beets is 380 c / ha.

With mixed sowing of maize with fodder beet, the yield of maize grain was 100 c / ha, stem 240 c / ha, fodder beet 720 c / ha.

TABLE 2 FORMATION OF A FEED UNIT WITH A SEPARATE AND MIXED SOWING OF FORAGE CROPS

№	Options	Roughage feed, k.kal	Juicy feed, k.kal	Concentrated feed, k.kal	Total feed unit, k.kal
1	Maize (hybrid F ₁)	7960	-	14740	22700
2	beetroot	-	17200	-	17200
3	Sowing beet roots after maize	7960	7600	14740	30300
4	Mixed sowing of maize and beetroots	7200	14400	13400	35000

In determining the needs of farm animals for feed, in creating a feed balance, a certain value is represented by a feed unit. Data on the effect of mixed sowing on the formation of a fodder unit according to the variants of the experiment are presented in table 2

In the field experiment, the lowest indicator for a fodder unit per hectare, 17200 c.u., was observed with pure sowing of fodder beets. With pure sowing of maize, the fodder unit obtained from one hectare of the area was 22700 c.u. In the third option, that is, with repeated sowing of beets after harvesting maize, this figure was 30300 c.u.

A comparatively high indicator for the production of a feed unit of 36200 c.u per hectare was noted with mixed sowing of maize with fodder beets.

With mixed sowing in the initial periods of development, shading of beets by maize was observed, which led to a slowdown in the growth and development of beets, however, after the harvest of maize in the middle of summer, the development and formation of the crop of root crops again accelerated. With the combined sowing of two crops, it was found that this method contributes to an increase in the total biomass at the end of the growing season.

With mixed sowing of forage crops, not only the quantity and quality of forage but also the ratio of forage is of great importance. Data on the ratio of feeds for mixed sowing are shown in Figure 1.

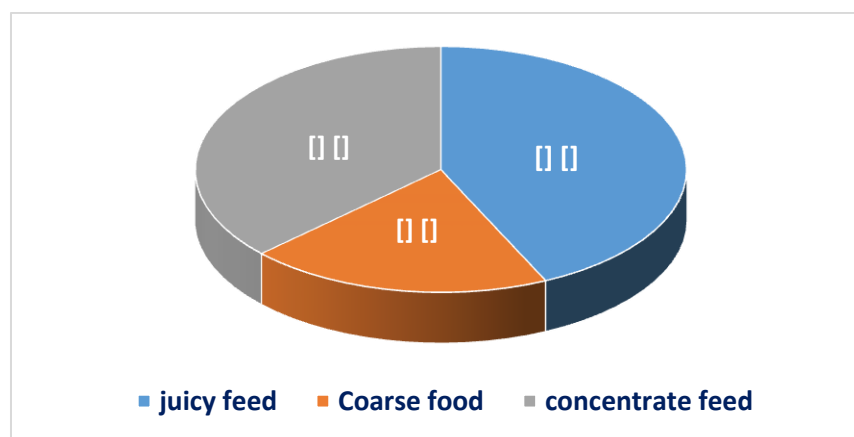


Figure 1. Feed content for mixed sowing of maize with fodder beets, %.

Thus, thanks to the combined sowing of maize and fodder beets, it is possible to significantly increase the yield of irrigated land in the conditions of the republic by obtaining all types of fodder. Crop seeding is a new way to create a solid forage base for livestock production and get additional valuable products in the future.

CONCLUSIONS

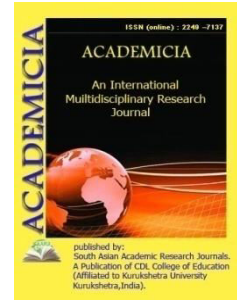
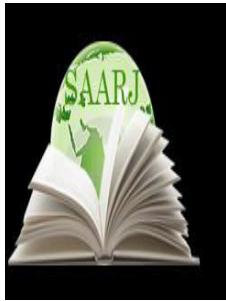
Relatively low indicators of yield and quality of feed were noted in the control variants, that is, with pure sowing of maize and fodder beets. With pure sowing of fodder beets, the yield of root crops was 860 c / ha, the fodder unit from one hectare of the area was 1720 c.u.

When re-sowing fodder beets after maize, the yield of maize grain is 110 c / ha, the yield of the stem is 260 c / ha, the yield of repeated beets is 380 c / ha. The total fodder unit from one hectare of the area was, respectively, 31440 c.u.

With mixed sowing of maize with fodder beet, the yield of maize grain was 100 c / ha, stem 240 c / ha, fodder beet 720 c / ha, and the total fodder unit from one area was 36200 c.u.

REFERENCES

1. Mirziyoyev Sh.M. "On further improvement of the system of knowledge and innovation as well as the provision of modern services in agriculture" Decree of the President of the Republic of Uzbekistan dated 03.02.2021 No. PD 6159.
2. Azizov B.M. "Application of non-traditional technologies in agriculture" Scientific and practical conference, Karshi 2015.
3. Azizov B.M. Mamadalieva N.M. "Growing of intermediate and repeated forage crops on irrigated lands" Republican scientific and practical conference. Tashkent 2021, P.377-380
4. Gorelov E.P. "Green forage in spring". "Feed production". 1980. No. 5, P.34
5. Massino I.V. "Resources of photosynthetic active radiation and reserves of forage production on irrigated lands of Uzbekistan." Tashkent 2006. P.50-80.
6. Massino I.V. "Productivity of fodder field in flying sowing on irrigated lands" "Bulletin of Agrarian Science of Uzbekistan" 2004 No. 3, pp. 26-29.
7. Pardaev. K, Akhmedov Kh.M. On the joint sowing of three crops in the conditions of Tajikistan. Dushanbe, 2007.
8. Partoev K., Sadridinov S., Pulatov Y.Z. Innovative technologies in the cultivation of crops // News of the Orenburg State Agrarian University. 2018. No. 2 (70). P. 26-30.



DOI: 10.5958/2249-7137.2021.01819.X

FEATURES OF THE MANIFESTATION OF NATIONAL AND UNIVERSAL VALUES IN SOCIO-ECONOMIC RELATIONS

Ruzieva Rukhsora Khodievna*

*Doctor of Philosophy,
National University of UZBEKISTAN

ABSTRACT

In this article, this article examines the signs of harmonization on the basis of socio-economic relations of national and universal values, that each nation does not renounce its historical and cultural values; the sustainable reality of universal values is analyzed scientifically. From the subject and the purpose of our research, we can say that socio-economic values are formed under the influence of globalization, but they do not completely reject the universal norms, procedures and moral imperatives formed over the centuries. Most importantly, 62% of respondents acknowledge that business-related activities are supported by the state, which helps businesses to place value in people's lives. 69% of them believe that such values are in the interests of national development, and 48% believe that they will strengthen Uzbekistan's international relations. Thus, the ongoing processes of globalization, economic integration, cooperation in the world today are accelerating the harmonization of national and universal values, expanding their functions.

KEYWORDS: *Harmonization, Socio-Economic, Strengthen, Business-Related*

INTRODUCTION

A reality full of two complex internal contradictions and systems - on the one hand, the harmony of national and universal values, on the other hand, socio-economic relations can never be considered a complete system. Therefore, any opinion about them, any approach to them is incomplete, something is not studied, some aspect is not revealed.

Here we come across three systems, so to speak. The first is socio-economic relations (values), the second is national values, and the third is universal values. We draw attention to the fact that these relatively independent systems, with their own internal immanent laws, integrate and

perform certain social functions. It discusses how the harmonization of values affects the spiritual renewal of society.

Socio-economic relations are a system that takes place in a real being, on a national basis, in a specific social space.

In real life, there are different types of market economy systems, most of which are built on national economies and requirements. In the scientific literature they are:

- Market system related to the level of development of market relations;
- improved competition;
- Monopoly;
- Duopoly;
- Oligopoly;
- Monopoly competition;
- monopsony;
- Bilateral monopolies, etc.¹.

The model of national development, a concrete form of socio-economic relations, focuses primarily on national interests. The modernization of business, international tourism and agriculture, and the introduction of foreign investment in them, which at first glance seem far removed from national interests and values, also serve the interests of specific people, a particular people, a nation. Hence, socio-economic relations become national socio-economic values by serving national interests. Our respondents also understand this correctly. "What new forms are emerging in socio-economic values?" 42% of them answered "small business", "rent method", 38% "family contract", 31% "sole proprietorship", 24% "management", 11% "private enterprise", 8% "joint ventures". Respondents note that these forms are widespread in socio-economic life, and that their parents, relatives or acquaintances are engaged in business. Most importantly, 62% of respondents acknowledge that business-related activities are supported by the state, which helps businesses to place value in people's lives. 69% of them believe that such values are in the interests of national development, and 48% believe that they will strengthen Uzbekistan's international relations. Thus, socio-economic values as a dynamic phenomenon are enriched with new forms, which are especially positively affected by public policy.

In his book "Uzbek Character and National Idea", M. Quronov, Doctor of Pedagogical Sciences, gives an example of the formation of national socio-economic values in Singapore: "Once the leaders of Singapore were formed in 1965, only national income, industrial goods. They were constantly working to improve the production. And suddenly... on the 23rd anniversary of the history of independent Singapore, the "White Book" - the foundations of the national state ideology - was published. This book is a document that outlines the state ideology and the spiritual and national values that Singaporeans need to cultivate"². It is on the basis of national values that the harmonization of socio-economic development with the experience of advanced countries has raised Singapore to the level of a developed country. It adhered to the following principles of socio-economic development in harmony with national values:

- The interests of the nation - the interests of individuals, tribes, national groups, the interests of society take precedence over personal interests;
- The family is the basic unit of society;
- Society supports and respects the individual;
- Social conflict must be eliminated, solidarity must be ensured;
- It is necessary to achieve interethnic and interreligious harmony³.

This means that the "Uzbek model" did not appear on land, but embodied the world experience. This shows that our national and economic development is also based on universal values.

Socio-economic relations depend on many factors, such as increasing production, introduction of new technologies, labor efficiency, efficient use of resources, management, consulting services. These methods and tools used in the world economy contribute to the formation of universal values in the socio-economic sphere. For example, transnational corporations, investment, economic integration, and cooperation have a significant impact on the integration of socio-economic relations⁴.

International integration affects not only the direction but also the forms of socio-economic relations. Respondents point out that such corporations are widespread in the fields of medicine, trade, public education, and industry. Such changes provide the basis for the formation of new socio-economic values.

It is natural that economic theories and sciences study the transformation of socio-economic relations as a system. From the subject and the purpose of our research, we can say that socio-economic values are formed under the influence of globalization, but they do not completely reject the universal norms, procedures and moral imperatives formed over the centuries. Only these values give humanity to socio-economic relations, economic integration, prepare the ground for their development within the framework of universal values. Behaviors that violate these values, such as deliberately bankrupting a company or corporation or profiting from the sale of products that harm the health of consumers, are condemned not only by law but also by ethics. To do this, society and the state, international organizations must consider the protection of moral values as one of the main tasks, social control over the actions and activities of producers.

Looking at national values as a separate system, first of all, encourages the identification of national characteristics and character. Because a nation, through its qualities and character, shows what social, personal and group riches are close to it and worthy of respect.

M.Quronov studies the national qualities and character of the Uzbek people and shows that they consist of the following.

1. Spiritual awakening. 2. Knowledge. 3. Dedication to the cause of the nation. 4. Devotion to the mother tongue. 5. Word and unit of work. 6. To spend the night for the homeland. 7. Perseverance. 8. Readability. 9. Vigilance. 10. Entrepreneurship. 11. Ability to value time. 12. Discipline. 13. Responsibility. 14. Constant work on yourself. 15. Patriotism. 16. Honesty. 17. Initiative. 18. Loyalty to duty. 19. Civic responsibility and other "about a thousand qualities." At the same time, the researcher writes that the Uzbek character has its negative qualities and

aspects. They are: 1. Negligence. 2. Indifference. 3. Localism. 4. Strive not to break the relationship with anyone. 5. Indifference. 6. Lack of knowledge of the essence of reforms. 7. The narrowness of the worldview. 8. Insecurity. 9. Old-fashioned thinking. 10. The difference between words and deeds. 11. Disappointment and others⁵.

It is true that values and virtues do not always come together. For example, the difference between words and deeds, the frustration, the narrowness of the worldview cannot be valued, because no one respects them, even when they are common to many. However, they can become national values under the influence of certain positive factors. When akseologists point out that there are also negative aspects of values, they are referring to these disrespectful qualities.

Based on the approach of M.Quronov, the above positive, respected qualities can be called national values. As he puts it, "National character is a system of values, the logic of norms, an external ritual, and a set of recognized guidelines for national unity"⁶.

The "system of national values" refers to the internal and external qualities, attributes, things that have become a historical and cultural paradigm in a nation, uniting individuals and groups in the spiritual and socio-moral sense, defining its place in social existence. external relations are understood. It is internal and external relations that characterize each system, expressing its rational organization, control, and relationship with other systems. The system, with its independent, stable qualities, is distinguished from chaos, disorder, depravity, and gives coherence to its internal parts, stability to its external qualities.

At the same time, national values are a condition and guarantee that a nation will not be assimilated, assimilated, assimilated into other peoples, ethnic groups, megacities. Without recognizing and recognizing the relative independence of national values, it is impossible to determine their internal characteristics or their place in the system of universal values. This is not an absolute of national values, but ethno-psychological and ethno-sociological research conducted in recent years has shown that the people, the ethnos, tend to identify and preserve their identity through their own values. This ethnological aspect is not the assumption of some theorists and researchers, but the people, the nation instinctively knows and feels what to preserve and reproduce, what to live by. According to L.Follers, a U.S. researcher, what nations and nation-states face today is not about economics, politics, or defense, but about "intangible things, invisible symbols," values that appear to be "criteria of truth" for every nation. associated with⁷. S. Huntington clarifies this point and writes that both the defense and the socio-economic development of the country depend on the acceptance of the above symbols and values by the people⁸. There is a rational approach to this idea. However, while thinking about the American people, his understanding of himself as a nation remains high if there is an external threat to his country. If the perception of danger is reduced, national identities will be replaced by other identities"⁹. Thus, according to S.Huntington, the formation of national identity occurs under the influence of external threats, and as this risk decreases, other identities take precedence.

It is true that external threats unite people, motivate them to stop internal conflicts and eliminate external threats as a social and ethnic unit. In our opinion, ethnocultural factors - language, mentality, lifestyle, artifacts - values play an important role in the unification of people as a nation. National identity is the perception of oneself as a nation through national values. This is also noted by S. Huntington himself.

No matter how important socio-economic relations are, they become positive reality when they become values in the minds of society and people, in their way of life. Certain things, especially transitory ones, have not yet become valuable, they must pass the tests of life, the choices of the people, the sieve of honor. The things created in the world today, the consumer goods, the blessings, are many and varied, but not all of them can be called values. It has a unique place in a person's life and activity, a value that serves the most important needs of the person and is deeply rooted in the way of life. Our respondents also note that the formation of values is a complex process. Of these, 54% answered that "values are a long life experience", 51% "complex social relations", 40% "hard, serious research", 21% "formed and formed under the influence of a colorful, sometimes contradictory life". In our view, the conformity of values to spiritual and social needs can turn them into a stable, deeply rooted phenomenon in national life.

Socio-economic values are realities of a multifunctional and polyethnic nature. These aspects give universality to socio-economic relations (values). Although they take place on a specific national soil and national space, they do not lose their universal significance.

The universal aspects of socio-economic relations are reflected in the following:

1. In the formation of economic and cultural types of activities and interpersonal relationships. Each nation differs from other nations by its economic and cultural characteristics. At the same time, they also have characters that bring them closer together and have become universal values over the centuries. For example, many values, such as living as a family, loving children, not involving women in hard work, and not leaving the stove without fire (that is, without food for the family), have already become traditions of universal significance.
2. In the accuracy of socio-economic needs. That is, there is no person, nation, or people who does not have the needs to eat, drink, enjoy, and avoid the heat and cold. It is these needs that have created universality, commonality in socio-economic relations.
3. When all national socio-economic relations are involved in the process of globalization. Globalization as a global phenomenon is entering the nation-states day by day, introducing universal norms, models and requirements into their socio-economic life.
4. In the genesis of national socio-economic relations, which is based not on egocentrism, but on eccentricity, that is, the existence of a cocoon of integration with other peoples, nations and regions. Certain policies, systems, and ideologies can prevent peoples and nations from integrating and living. This was the case, for example, with the former Soviet Union. But peoples, nations have never given up the desire to live in socio-economic relations with other peoples, nations. Integration is an immanent feature of the development of peoples, nations.
5. When universal values allow national values to develop, spread, and take their place in world civilization. Remaining in a narrow, national shell contradicts the social nature of values, which are characterized by being an "open system." Such openness motivates them to strive for other national values, to be enriched and developed under their influence, and to live by transforming universal human qualities into stable ones. Socio-economic values give these relations reality, objectivity, and satisfy the specific interests of the subjects of integration.

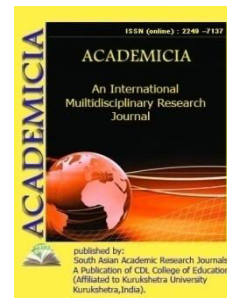
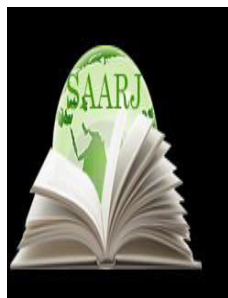
Thus, socio-economic relations are objective in nature, they are connected with real material relations, production processes, trade, creation of goods, etc., and discover the connection of subjective relations and values with objective existence. Sometimes, values derive from this

feature when viewed as objective relationships, things, events. But the expression of an objective being, a relationship, is only one aspect of values.

Thus, the ongoing processes of globalization, economic integration, cooperation in the world today are accelerating the harmonization of national and universal values, expanding their functions. In conclusion way, globalization and integration are bringing new socio-economic values (private property, capital, free activity, money, market democracy, etc.) to life. These values are not purely positive events, they also sometimes have negative aspects that contradict national values. Therefore, achieving equalization of market relations, economic integration and globalization for all national economies remains one of the most pressing issues facing countries and the world community.

REFERENCES:

1. Murodkhodjaev Sh. Formation of open civil society in Uzbekistan.–T.: East, 2003. p.59.
2. Quronov M. Uzbek character and national idea. –T.: Spirituality, 2005. P.56.
3. The same work. p.56-57.
4. Look: Roberttson R. Globalisation. –L.: 1992; Noisbit I. Global paradox. –N.Y.1995; Globalistika. Ensik.slovar – spravochnik. –Mn.: 1999; The global Economy in Transition. – L.: 1996.
5. The same work. p.22.
6. The same work. p.31.
7. Look: Fallers L. The Antropology of the National-State. - CHCAGO, 1968. P.4.
8. The same work. p.15-16.
9. Huntington, Samuel (2004). Who Are We? The Challenges to America's National Identity., p.5.



DOI: **10.5958/2249-7137.2021.01820.6**

IN ASKAD MUKHTOR'S CHINAR NOVEL INTERPRETATION OF HUMAN CONCEPT

Nazarova Feruza*

*Researcher at Sam SU,
UZBEKISTAN

Email id: fshnazarova@rambler.ru

ABSTRACT

In the development of twentieth-century Uzbek literature, the fate of man, along with the interpretation of his spiritual world, has paid serious attention to the concept of personality. In the process of understanding and interpreting hayt on the basis of realistic literature, a unique world of images was formed, an attempt was made to explain this process with the role of Askad Mukhtor's Chinari, and the artist's artistic skills were demonstrated. The father was able to create a new form of expression in the artistic interpretation of the period and the human problem, as well as to create in a variety of genres in a complex period. One of the most characteristic features of realistic works is that along with a new approach to life, he sought to understand man, to be able to artistically interpret his diversity, to express the contradictions and mental anguish of man at the heart of experiences. A number of short stories and novels, artistic translations, publicist works and poetry of the talented writer, which artistically interpret different aspects of life, testify to the fact that the writer is a mature talent. He wants it to be so, he dreams so much [4, p. 141]. Observing the changes of time, looking at the laws of the processes in it, is a tool for the writer to better reveal the character of the protagonists.

KEYWORDS: Art, Human Concept, Period, Interpretation, Creativity, Understanding Of Life, Art.

INTRODUCTION

As with the unique tones of each era, the artistic heroes who acted in the contradictions of the era found little expression. Fiction does not reflect the exact image of life, but as a result of the artist's approach to life, its synthesis, the world of the protagonist, the character. This is where

the creative world of the artist, the ability to understand and feel life, leads. At the same time, the principles of understanding the world, of man, of feeling, testify to the artistic skill of the creator.

Life reality is revived and reveals a figurative image. The concept of man is at the forefront of the fiction that has been formed and developed over the years. Uzbek literature, which has a long history, has gone through a difficult historical period. By the 1960s, there was a widespread development of realistic literature. Without denying the influence of the right social society and environment, harmonious works have been created for the period, based on which the concept of man is embodied.

One of the most characteristic features of realistic works is that along with a new approach to life, he sought to understand man, to be able to artistically interpret his diversity, to express the contradictions and mental anguish of man at the heart of experiences. AskadMukhtor's skill in creating an image is that he logically substantiates every action of the protagonist, making him act out of his psychology. This feature is felt in the image of everyone else, even the episodic heroes, from the protagonist "[1, p. 150].

The work of Askad Mukhtor, one of the most prolific writers of the last century, is a clear proof of this. Talented artist AskadMukhtor is one of the artists who made a great contribution to the development of our literature with his works of various genres. As the talented literary scholar NaimKarimov noted: XX century Uzbek literature is the second golden age of our centuries-old national art culture after the literature of the XV century. The literature of this period produced great poets and writers. Among these great writers, who are completely different from each other, AskadMukhtor occupies a special place both as a poet and as a prose writer [2, p. 76].

The writer's creative legacy, the spiritual legacy he left behind, justifies the existence of foundations at the heart of these ideas. The father was able to create a new form of expression in the artistic interpretation of the period and the human problem, as well as to create in a variety of genres in a complex period. In organic unity with the polyphonic interpretation, it can be observed that this situation is expressed more deeply in the novel Chinar, which embodies a philosophical observation.

In each of the works of the creator can be observed a philosophical observation of life, a well-founded artistic interpretation of the lives of the heroes. The problem of time and man has always occupied a central place in the literature and remains so. The period makes certain changes in human character, but does not completely change its essence. Globalization in the world of science, thought and worldview requires an assessment of the world of fiction in the field of literature on the basis of universal criteria.

In the field of literary criticism, scientific research is being conducted to reveal the expression of the concept of time and man in the works of artists who have played an important role in the literature of a particular period and have a unique creative style. In modern world literature, new approaches to time and human relations, scientific concepts related to the gradual development of artistic thinking as a result of the gradual improvement of literary and aesthetic principles are important factors in ensuring the development of literary criticism. At the current stage of development of modern world literature, special attention is paid to the approach to the work of art on the basis of different methodologies, to determine the impact of the period on the human factor, the character of the individual works.

The fact that the problem of time and man occupies an important place in the study of literature, the commonality of human character and the creative world of art, requires the study of unexplored aspects of the creative world of art. The study of the problem of time and human relations in the samples of national literature on the basis of modern requirements remains one of the most important issues in world literature. In recent years, our country has made significant progress in the study of fiction in terms of creative individual style.

A number of short stories and novels, artistic translations, publicist works and poetry of the talented writer, which artistically interpret different aspects of life, testify to the fact that the writer is a mature talent. In most of his works, AskadMukhtor restores the construction of conflict and plot on the basis of the same period and human relations. It is a characteristic feature of the writer's prose works. Also, the protagonists of the writer are people who live in conditions of two regimes and independence. The main idea of these works on various topics is to study humanity in man, to marvel at the unique views of the human miracle. Another thing that unites them is modernity, while at the same time being free from hot weather. In addition to traditional images, AskadMukhtor makes effective use of conditional symbolic images and episodes in the artistic study of the concept of time and man.

Indeed, it was not long before the relationship between the mind and the subconscious became a philosophical concept and included in the list of literary terms. By the expression of consciousness we mean, first of all, a set of moral, ethical and aesthetic concepts that have become the main criterion for social relations, behavior, culture of behavior, in short, society. This principle has long been in the spotlight of Eastern literature. At the same time, the ongosti layer was also bot-bot. It is noteworthy that in today's literature, the ratio of both ways of thinking is becoming equal. The plot of some works is based on the principles of fiber-optic imagery.

In the novel Chinar by the talented writer AskadMukhtor, one can see a polyphonic interpretation as well as an expression of subconscious feelings and a certain bud. Literary critic TilovoldiJoraev noted: Without denying all the achievements of world literature in expressing the external and internal life of man, it can be said that the stream of consciousness began to analyze the human psyche more deeply, according to rational literature [3, p. 67].

Indeed, in the author's novel Chinar, the fate of man, his destiny, his tragedies are described in a number of stories, and the sufferings of Achil Baba were perfected in this process. The sufferings in Achil Baba's heart were lessons from life. In his dialogic conversations with the Arifs and the Azimjans, this feature is further deepened. The symbols in the work indicate that he represents a complex life in the heart of the soul. It was the basis for illuminating the cruelty of life, the artistic conflict of emotions in the human heart. The writer does not interpret the changes in the psyche of Achil Baba directly. His relatives do not understand his groaning.

As the creator adjusts each character in terms of his social background, profession, habits, goals and aspirations, along with their individual images, the spiritual world, the spiritual world becomes more visible. The heroes of AskadMukhtor's Chinar novel are not fictional robots invented or spelled by the author, but people of yesterday and today.

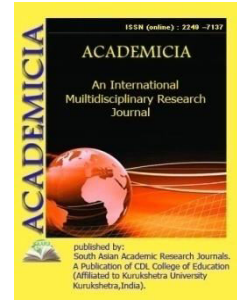
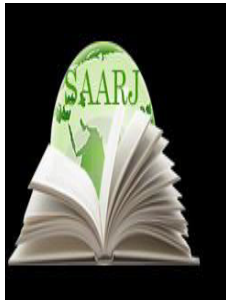
They are living beings, sometimes moving in the realm of consciousness, sometimes in the realm of nature, sometimes finding and losing in the path of dreams, goals of life, sometimes living on the verge of giving up both the minority and the world. In fact, you could say that there is not

enough water to fish, let alone fish. But the writer shows this. Because he sees the events that take place even in the imagination of his protagonist and is not mistaken. It will show you too. It convinces you too. And you believe that too. Because his hero wants it to be that way. This is not a sign that he is a trader, that he is a child. He wants it to be so, he dreams so much [4, p. 141]. Observing the changes of time, looking at the laws of the processes in it, is a tool for the writer to better reveal the character of the protagonists. Times will change, the speech and behavior of the heroes will change, but the original image of these heroes, their spiritual world, the essence of their character will remain the same. Observing the changes of time, looking at the laws of the processes in it, is a tool for the writer to better reveal the character of the protagonists.

Thus, the creative heritage of AskadMukhtor, who has a wide range of creativity, has had a significant impact on the development of our literature today. The 1960s incorporated minor changes in the development of prose into the structure of the literary text. These interpretations testify to the viability of both the writer's poetry and his prose works.

REFERENCES

1. Karimov H. The reality of life and the concept of man in the Uzbek prose of yesterday (70-80s). T., New Edition, 2018. 320 p.
2. Karimov N. The flames of contemplation. See: In memory of AskadMukhtor's contemporaries. Tashkent, Manaviyat, 2003. 200 p.
3. Joraev T. The stream of consciousness is modern. Fergana, Fergana Publishing House, 2009. 204 p.
4. Mukhtar Asqar. Chinor. Roman. Tashkent, Ilm-ziyo-zakovat publishing house, 2020. 432 p.
5. Nazarov B. Globalization: Artistic interpretation, time and hero. T.:Fan, 2018. 143-144 p.



DOI: **10.5958/2249-7137.2021.01788.2**

ANALYSIS OF FEASIBILITY OF THE WORK FROM HOME FACILITY AT DIFFERENT MANAGERIAL LEVELS ACROSS VARIOUS DEPARTMENTS IN THE DAIRY SECTOR

Tanuka Bhattacharya*

*Primary,

ICFAI University Jharkhand, INDIA

Email id: tanukabhattach88@gmail.com tanuka.b19@iujharkhand.edu.in

ABSTRACT:

With the recent pandemic, the importance of remote working has been further enhanced. This paper seeks to understand if the work from home facility is feasible for employees across different departments and managerial levels in the dairy sector. Dairy is one of the essential commodities and it cannot afford to halt function in cases of emergencies like a pandemic. Data has been collected from the dairy sector and analyzed to understand the demographics of employees like age, marital status, job experience, gender, who are more inclined towards working from home. Factors that encourage working from home have been identified and made to rank by all three managerial levels – senior, middle and junior, to have an understanding of which managerial level values which factor the most for remote working. gives an insight to the types of jobs that can be performed remotely and the jobs that cannot be performed in a home setting. The paper also suggests how companies can make working from home feasible to most of the employees and the benefits the company and employees can gain by doing so. This study will form a framework for companies to understand why remote working do not seem feasible for some employees and how they can optimally utilize the flexible working option to benefit their businesses. The work from home facility, if utilized properly will form competitive advantage for the companies with increased organization productivity and employee satisfaction in the long run.

KEYWORDS: Dairy Sector, Feasibility Of Telecommuting, Managerial Levels, Work From Home.

1. INTRODUCTION:

According to the 2019 National Compensation Survey (NCS) from the federal Bureau of Labor Statistics, only 7% workers in U.S. had the option to work from home. It has been observed that most of these workers are the ones that are the highest paid. Knowledge workers like executives, IT professionals, financial analysts and accountants can opt for working from home. By the very nature of certain jobs, it is difficult to shift to telecommuting. For example, restaurant servers, hair stylists, plumbers, police officers or construction workers. The NCS states, only 1% of service-sector workers and the same share of construction workers have access to telework, the lowest shares among major occupational groups.

In India, the flexible work culture or working from home was not very common until the pandemic struck in 2020. Some companies, majorly IT companies and MNCs had the work from home option in their policies but that too for a specified period or at regular intervals. The recent pandemic has caused the management of different industries to consider remote working culture more seriously. The lockdown and social distancing priorities meant employees could no longer work from their office spaces conveniently. This is being considered as the 'World's largest work from home transition'. The reasons for availing work from home can be parenting, emergencies, long hours of commute, health issues, etc. It is also to be understood if the nature of the job allows work from home. If there is a cybersecurity or data privacy concern. If collaboration with the employee's team becomes difficult. If employees have the necessary equipment or software installed at home and the conditions of employees' home or alternative place of work in terms of environment, noise, internet connection, disturbance of any kind.

Work from home is possible in some industries like the IT, Finance, but for essential services like dairy, or for healthcare, banks, it might not be as convenient due to the nature of the job. Again, it might be a convenient option for the middle and the senior management, but for the junior executives who are mostly on field, this might be a distant reality. Researches have also highlighted that work from home options have enabled women employees to continue their careers post personal commitments of marriage and kids. This paper aims at understanding the nature of jobs that allow work from home and to understand if working from home is equally effective as working out of office premises.

For proper utilisation of the work from home facility it is necessary to understand the nature of the task involved (Farrel K, 2017). Some tasks require team work, better collaboration, group work, such jobs are better performed in the office premises. Some jobs are better performed as individual contributors; these tasks can be more efficiently performed through home. Working from home is often linked with work-life balance. Effective management of one's home life is strongly related to better performance and productivity while working from home. Work from home facility enables companies to recruit educated and experienced mothers who sought for flexibility in their jobs (Nicholas Bloom, 2014). This improves the quality of their employees. Companies are able to retain employees who might want to quit jobs owing to moving to another city, work timings or personal commitments. It has been observed that employees who are established in their careers like older employees, parents are more likely to opt for work from home facility as compared to the younger generation who prioritize their social life, which is connected to their jobs to a large extent. Many young employees move cities for better career opportunities, away from family and friends and have to set up new life in the unknown city. Hence, for such employees meeting people, having their own circle is important and a means to

massage their mental health. Working from home facility proves beneficial for employees whose performance can be easily tracked like call centre employees, developers, per hour workers, content writers, etc. or senior managers whose work involves strategizing, who are self-motivated and needs minimal or no supervision.

2. FACTORS AFFECTING WORK FROM HOME FACILITY

The primary factors affecting work from home have been identified as follows:

JOB CHARACTERISTICS	Nature of the job, jobs requiring collaboration or team work will be more suitable for working from office premises while jobs requiring individual contribution can be suitable for working from home.
INDIVIDUAL CHARACTERISTICS	Age of the employee, it is observed that the younger generation prefer working from office premises as compared to the seniors and more experienced employees. This also serves their need for socializing. Marital status of the employee, married couples are more inclined towards working from home. Gender, women employees are more likely to opt for working from home as compared to their male counterparts.
HOUSEHOLD CHARACTERISTICS	Environment at the house determines the employees' comfort in working from home. It has been observed that the number of children in the household often affects the work environment. More number of children would imply more distractions hence less comfort in working from home.
ORGANIZATIONAL CHARACTERISTICS	The policies governing the work from home facility, interpersonal relationships at workplace, team cohesiveness are some of the factors affecting the work from home facility.

3. LITERATURE REVIEW

Suraya Casey in his article, 'The surprising facts about working from home, 2020' mentions that the organizations' understanding that some job roles can be better performed while working from home will help in better management of teams and thus delivering the targeted results. Also, the quality of deliverables in a job role while working from home will highly depend on the attributes of the person performing the task.

Drew Desilver, in his article 'Working from home was a luxury for the relatively affluent before coronavirus - not anymore, 2020' talks about fields of work where working remotely is not feasible due to the nature of the job. Jobs carried out by restaurant servers, hair stylists, plumbers, police officers or construction workers cannot be done from home. The NCS found out that only 1% of service workers enjoy the option of working from home.

Farrell K in his research paper 'Working from home: A double edged sword, 2017' identifies that in terms of working from home, it is important to consider the nature of the work involved. Activities that call for more collaboration can be performed better in the office environment. Tasks that primarily require individual contribution can be performed better from home.

Managing one's home life effectively is linked to effectiveness and job satisfaction in one's work role.

The article on work from home in the Resources Workable website points out the factors that determine an employee's eligibility for flexible working. Apart from data privacy issues, digital infrastructure and environment at the employee's house for work, these factors include nature of the job performed by the employee, if the job requires collaboration with team mates.

Another article in the Economic Times reveals that only 0.2% employees in the I.T. sector can effectively work from home. The personality of the employee, his weakness and strengths determine his effectivity as a homemaker. The study finds that employees inclined towards challenging jobs, efficient in making strategic decisions will perform better while working from home as compared to employees who are accustomed to acting on instructions from their supervisors. Hence, the nature of the task performed by the employees have an impact on the work from home facility.

Nireekshan Singh Gowgi, S. K. in his paper 'Stress and work life balance among employees of manufacturing and IT sector, 2015' compares manufacturing sector and IT sector in terms of work life balance. The paper observes that for the IT sector, the nature of the work itself is flexible and work from home facility are inevitable to meet the clients' demands unlike the manufacturing sector where the nature of the job is not suited for working from home.

Cory Steig in his article 'Working from home actually makes you better at some tasks and worse at others, 2020' highlights that creative work can be better done from home while routine jobs at office are better performed from the office premises indicating that senior management (creative jobs) are more inclined to opt for flexible working.

4. RESEARCH GAP

Literature review indicated that majority of the studies done on work from home have treated the 'nature of job of the employee' as a factor determining the feasibility of the work from home facility but no research have been done to understand the feasibility of the facility across different departments. Working from home across different levels of management has also not been considered. Researches have only mentioned it might be mostly opted for senior management but not the junior executives. Feasibility of the work from home facility for the middle management has not been dealt with. In depth explanation of why is the facility not considered as effective for the junior employees have not been mentioned. Most studies have dealt with the flexible working in the IT sector, essential services like dairy and healthcare have been completely ignored.

"Essential services" refer to those services that are vital to the health and welfare of a population and therefore are essential to maintain even in a disaster. During the COVID-19 pandemic, many jurisdictions ordered non-essential services to close for a period of several weeks in an effort to control the spread of the virus by implementing social distancing.

Essential commodities and services include items of basic necessities like food, milk, vegetables, financial services, healthcare facilities, construction services, logistical services, law and enforcement and services of similar category cannot afford to halt functioning. Break in the supply of such commodities and services affects the daily functioning of the society. But, in case of an emergency, when the entire nation is put on lockdown, how feasible is it for such services

to continue catering to the society by means of telecommuting. For such services, working remotely can be a challenge because these industries mostly deal in field jobs. For the dairy sector, procurement of milk requires physical interaction with the dairy farmers. The process of quality check of milk and transportation of raw milk to the factory for processing cannot be performed through telecommuting. Again, in the milk processing plant, most of the employees need to be present for processing and packaging of milk and milk products like curd, buttermilk, cottage cheese, etc. Milk is one commodity that is required in our day to day meal. Sales need coordination with distributors and retailers which can be partially done without physical presence of the sales person.

5. OBJECTIVES

1. To understand the policy governing the work from facility in the dairy sector
2. To analyze the feasibility of the work from home facility in different departments
3. To analyze the feasibility of the work from facility across junior, middle and senior management
4. To understand means of making work from home facility feasible to all categories of employees

6. SCOPE OF STUDY

For the purpose of this study, a dairy company has been chosen based out of Ranchi, Jharkhand, India. This Company was established in 2014 and has been in the dairy business for 6 years now. The Company boasts of 3 factories and sales channels all over Jharkhand and Bihar. The employee strength of the Company in June'21 is 455. The Company deals in milk processing and manufacturing of value added products like curd, buttermilk, lassi, paneer, flavoured milk and sweets.

7. METHODOLOGY

This study has been conducted via both primary and secondary research. Primary research included analysis of survey questionnaires distributed amongst employees working in a dairy company of Ranchi, Jharkhand. The questionnaire was prepared with 10 questions to understand feasibility of the work from home facility throughout different departments and levels of management. Secondary research has been conducted through studying and analyzing findings of articles, journals and research papers relevant to the article.

8. SAMPLING AND DATA COLLECTION

For the purpose of the research simple random sampling has been used to collect data through the survey. The data collected has been analyzed through Microsoft Excel. Analysis have been conducted with percentages and represented through charts and tables.

The organization considered for the research had 455 employees. Departmental segregation of the number of employees is as follows:

Sl.	Department	No. of employees	10% of total no. of employees
1	Finance & Accounts	28	3

2	HR & Admin.	8	1
3	Logistics	17	2
4	Production & Quality Control	110	11
5	Procurement	143	14
6	Sales & Distribution	149	15
Total		455	46

TABLE 1

The sample size has been calculated by taking 10% from each department. 46 employees have been fixed by this method. Table 1 shows 3 employees have been selected from the finance department, 1 from HR, 2 from logistics, 11 from production, 14 from the procurement department and 15 from sales department. These employees have then been selected department-wise through stratified sampling to include employees from all levels of the management – junior, middle and senior.

9. DATA ANALYSIS

Gender Diversity:

Gender	Percentage	Respondents
Male	93%	43
Female	7%	3
Total		46

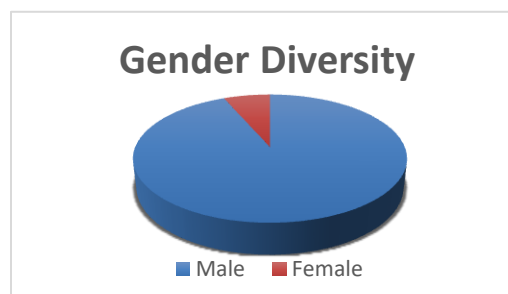
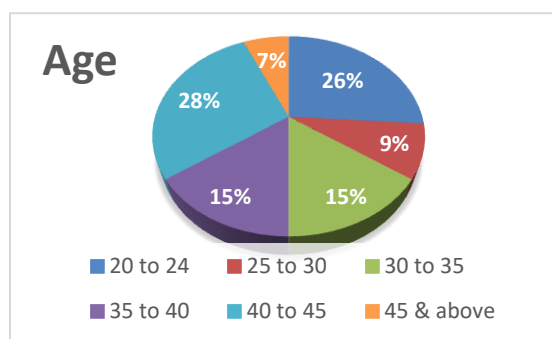
Table 2: Gender diversity

Table 2 depicts the number of male and female respondents in the survey. 43 male and 3 female employees participated in the survey.

Age:

Age (in years)	Percentage	Respondents
20 to 24	26%	12
25 to 30	9%	4
30 to 35	15%	7
35 to 40	15%	7
40 to 45	28%	13
45 & above	7%	3
Total		46

TABLE 3:

AGE

Table 3 represents the age demographics in the survey conducted. It shows the maximum number of respondents were in the age group 40 to 45 years (28%), followed by a close second by the lowest age group in the company i.e. 20 to 24 years (26%). The 40 to 45 years' age group includes the middle and senior management and the 20 to 24 years' age group includes the junior management.

Total Work Experience of the respondents:

Work experience (in years)	Percentage	Respondents
0 to 2	13%	6
2 to 5	26%	12
5 to 8	9%	4
8 to 10	17%	8
10 to 15	30%	14
15 & above	4%	2
Total		46

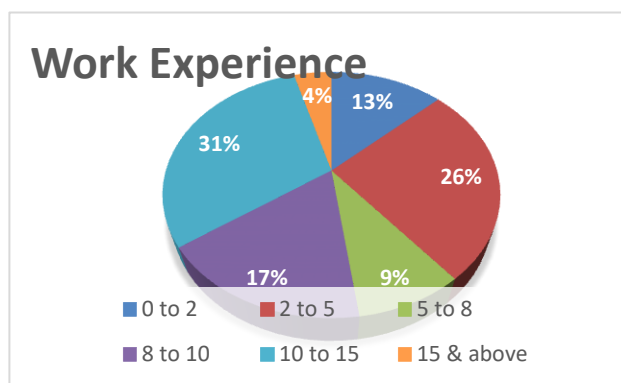
**TABLE 4**

Table 4 is a representation of the employees' total years of experience in his field of work. Majority of the respondents, i.e. 30% are with 10 to 15 years of experience. This group includes the middle and senior management. 26% of the respondents are with 2 to 5 years of experience representing the junior executives.

Tenure in the organization

Tenure in organization (in years)	Percentage	Respondents
0 to 2	28%	13
2 to 4	48%	22
4 to 6	24%	11
Total		46

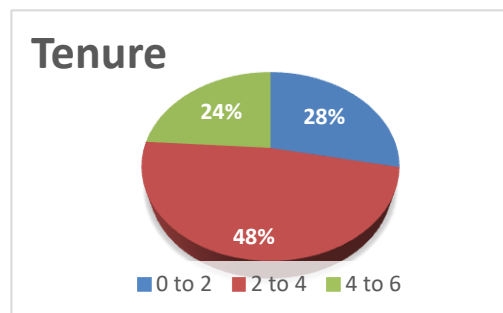
**TABLE 5**

Table 5 represents the tenure of the employees in the dairy company. Most of the respondents have completed 2 to 4 years in the dairy sector.

Marital Status & number of children

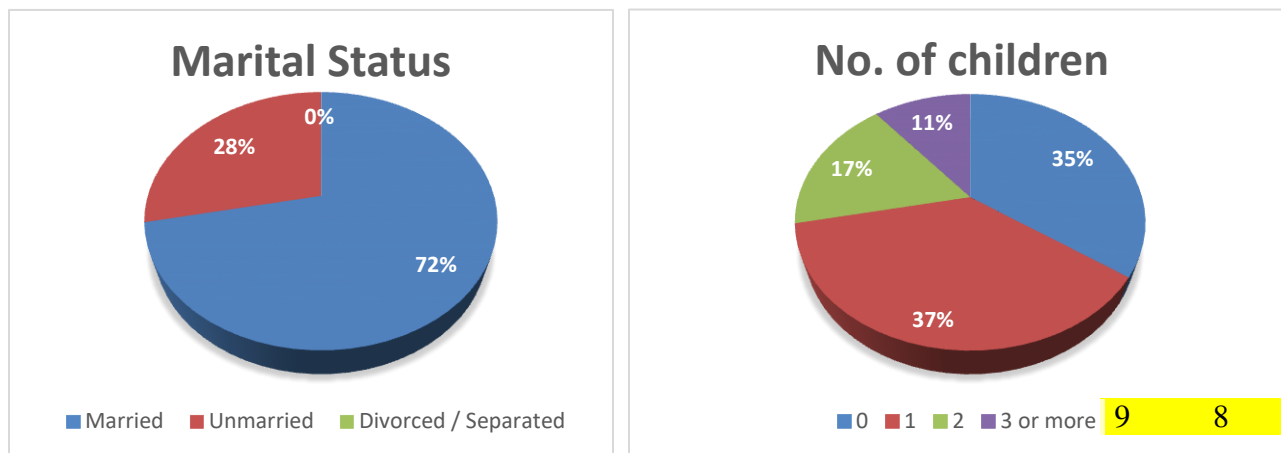


Table 6

Table 6 depicts the marital status and the number of children of the respondents. 72% of the participants of the survey are married and 37% of the employees have at least one child. 11% of the respondents have 3 or more children.

Managerial levels

Managerial Level	Percentage	Respondents
Senior	26%	12
Middle	33%	15
Junior	41%	19
Total		46

Managerial levels

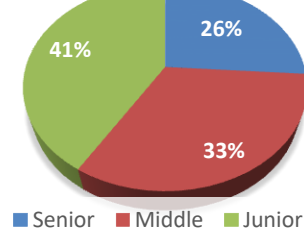


TABLE 7

Table 7 represents the percentage of respondents from the senior, middle and junior managerial levels. Maximum number of participants were from the junior management followed by middle management and senior management.

10. DISCUSSIONS& FINDINGS

The factors encouraging the work from home facility as ranked by the different levels of management:

Sl.	Factors encouraging the work from home facility	Senior Management	Middle Management	Junior Management
1	Elimination of time to commute	9	9	1
2	Work life balance	1	1	3
3	Reduces transportation expenses	7	8	2
4	Increased job satisfaction	2	6	7
5	Attending to children	8	7	6
6	Increased productivity	4	3	5
7	Increased motivation	3	2	4
8	Reduced distractions	5	5	8
9	Elimination of office politics	6	10	10
10	Reduced absenteeism	10	4	9

TABLE 8

Table 8 is the representation of ranking of factors encouraging working from home for the employees. The table shows how the different levels of management perceive the various advantages of the work from home facility. This table has been derived by compilation and analysis of the data collected through the survey questionnaires. It has been observed that majority of the employees in the senior and junior management value work-life balance the most as an attribute for working from home. The junior executives however value it on the third ranking. The most valued attribute of working from home for the junior management is the saved time for commuting to office, which is again ranked poorly by the senior and middle management. With saved time comes a close second in ranking for the junior employees is the reduced travel expenses. Some junior executives from the sales team were however of the view that their travel claims were beneficial and served as daily allowances. Instances were observed where they would travel cheap by public transport and claim for travel allowance for petrol for two wheelers. Hence, saving the excess amount, which would not be possible since travel would be limited to minimum with work from home. Increase in job satisfaction was highly rated by the employees of the senior management along with increase in motivation and work productivity. Hence, it can be inferred that employees requiring less or no supervision, involved in strategic decisions and creative or challenging work find work from home suitable and in line with their productivity. They also value reduced office distractions as an added benefit of working from home. For the middle management reduction in absenteeism or the need to take lesser leaves has been ranked in the fourth. The middle management is the one that has some parts of challenging work and requires decision making skills, and another part that need supervision from the senior management. They have another role where they supervise the juniors reporting to them. This requires constant interactions with the team, hence reduced office distractions provided by the work from home facility enhances their productivity. It is also observed that the middle management relates increase in motivation, ranked second and increased motivation, ranked third, with working from home. The junior management employees too value increase in motivation.

This group perceives increase in productivity due to remote working moderately with a rank of five.

The least ranked attributes included attending to children across all levels of management. Though at least 37% of the survey respondents have at least one child and 17% have two children, it has been observed that only the 7% female participants of the survey who had children have highly ranked this attribute. This further confirms the idea that the women of the house are still considered to be the primary care-giver and have increased responsibilities of attending to children, dependents and other household chores, in addition to office work, while working from home. Discussions with the female employees also revealed that this often causes frustration for them. They perceive their productivity to be getting stagnant or may go down since they find it difficult to balance both work and personal life while working from home. The increased burden of work leads to deterioration of their mental and physical health.

The junior management employees do not find much effect of working from home on their job satisfaction. Their tasks are mostly target based and constantly supervised. They are involved in routine jobs which can become monotonous. Their level of job satisfaction does not change with change in workplace. Some jobs however require their presence in office and cannot be performed remotely, in such cases the job satisfaction might decrease while working from home. Reduction of office distractions or need for leaves have not been given much importance by the junior officials. The middle and junior management's view on office politics is similar. These two categories become the part of the politics and grapevine. It is difficult to escape office politics whether working from office or from home.

Sl.	Job characteristics	Senior Management	Middle Management	Junior Management
1	Requires collaboration with team	12	15	9
2	Requires to be physically present in office/field	2	13	14
3	Requires physical labour	0	4	14
4	Requires following instructions	8	15	19
5	Requires giving instructions	12	15	0
6	Requires supervision	0	7	19
7	Involves decision making	12	2	0
8	Tasks can be performed remotely	8	2	0
9	Performance can be easily tracked through software	0	5	6

TABLE 9

Table 9 determines the characteristics of the jobs performed by each level of management. It has been found that 9 out of 19 participants from the junior management is required to collaborate with their team members for performing their tasks. These 9 participants are from the production, procurement and finance departments. All members from the production and finance teams require collaboration and 3 out of 7 junior employees from procurement have confirmed the need to collaborate. In the dairy industry, processing of milk in the factory and manufacturing of value added products require team work. One will receive the raw milk from the procurement team, another will check the quality of raw milk and give the quality report, others will be involved in

milk processing and packaging. The employees working in the factory, though individual contributors are required to work in teams to manufacture the final product. All 15 respondents from the middle management required to collaborate with their teams in terms of supervision and giving instructions. They also required to take approvals and instructions from the senior management, who they reported to. Similarly, the senior management required collaboration to some extent to overview the workings of their respective departments. Collaboration with team was the highest rated by production and procurement departments.

2 out of 12 senior management executives said they are required to be physically present in the office. They belonged to the quality control and maintenance departments. 13 middle management employees out of 15 required to be physically present in office at least for a specific period of time. Only HR & Finance employees from the middle management said they could work remotely. For production, procurement and sales teams, their nature of work required their presence in the workplace. Quality control department cannot perform quality tests other than the laboratory. Maintenance team need to be available in case there is an emergency of machine breakdown and the production line is stopped. 15 out of 19 respondents from the junior management said they needed physically available in their workplace. The junior executives included employees from the production, procurement, sales and finance departments. For finance and accounts, the junior executives who are responsible for collection of cash from the distributors for sales of milk cannot afford to work from home. Only the HR executive said that she could work from home for a specific number of days in a week.

No senior management employees were involved in tasks requiring physical labour. 4 middle management employees from the production department said they were partially involved in tasks requiring physical exertion. 14 junior employees belonging to the logistics, production and procurement departments were involved in tasks that challenged their physical strength. Production required manual working on machines and procurement required visiting farmers physically in villages, carrying of milk, etc. Logistics executives had to load and unload trucks and tankers for dispatch which required physical task.

8 out of 12 senior management employees were involved in jobs that required following instructions from their reporting managers. All 15 middle management employees required to follow instructions at least to some extent. They had the power to take certain decisions but mostly had to get approvals from their reporting managers. All junior management executives were required to follow instructions from their superiors. It has been observed that all senior and middle management employees have confirmed that their jobs required them to give instructions. Junior executives confirmed the opposite. Middle management is involved in giving instruction to the junior executives as well as taking instructions from the senior management employees.

All junior management employees required supervision by their respective managers. 7 out of 15 middle management employees said their tasks were supervised. These employees were from the production, procurement and sales department. Not all employees from the mentioned departments confirmed about supervision by their reporting managers. For senior management employees there was no requirement for supervision of their work. It has been observed that senior management consisted of the more trusted and accountable employees who were given the freedom to adapt their comfortable work style to reach the desired outcome.

For decision making criteria, we see that all senior management employees are involved while no junior executive have said their task needs decision making. The juniors work on the instructions and targets as set by their managers based on the organizational goal. Middle management employees from the finance, accounts and logistics departments are involved in decision making.

All senior management employees except 1 from procurement and 3 from production department believed that their jobs could be performed remotely. The production and procurement employees said they needed to be on field for at least a specific time period for supervision. 2 employees from the middle management from finance and logistics departments said their tasks could be performed while working from home. No junior management employees felt their jobs could be performed remotely. The sales employees from middle and junior management said their work could be tracked through a software called Bizome. No other department confirmed tracking of their tasks through a software.

11. CONCLUSION AND SUGESSTIONS

In some studies, it has been mentioned that jobs that require collaboration or jobs requiring following instructions are not suitable for working from home. (Farrel K, 2017 and Surya Casey, 2020). In this study it has been observed that all the senior management employees need to collaborate with their teams for smooth functioning of their respective departments and yet, 8 out of 12, i.e. 66.67% of the senior management employees believe their jobs can be performed in a remote setting. For middle management only finance and logistics confirmed working from home a possibility. Hence, in the dairy sector, it can be concluded that the nature of the job is such that most of the employees across different managerial levels are required to be physically present in the office or field. Complete work from home is hence a distant possibility for dairy sector employees. Figure 1 shows that work from home is feasible for only 13% middle management employees. 87% employees say for them only partial work from home may be feasible.

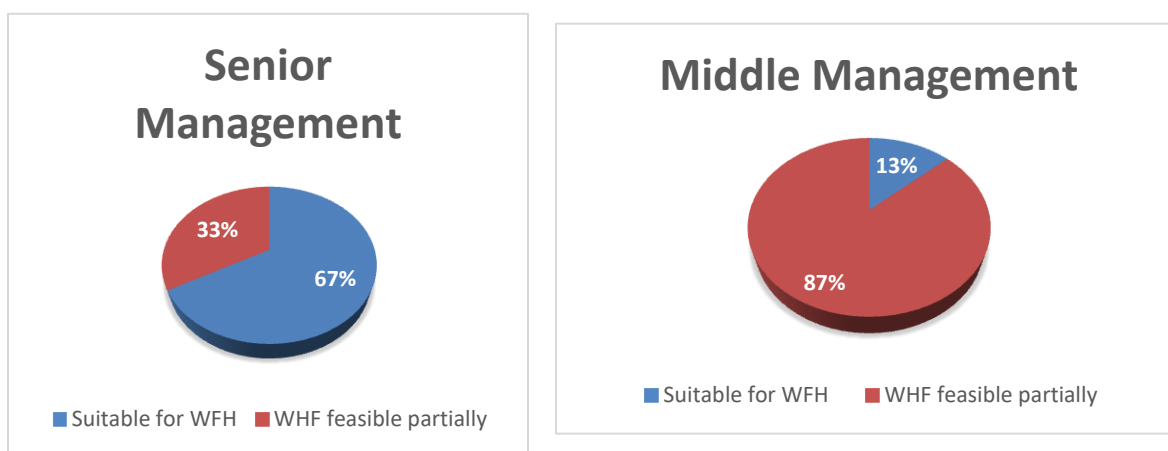


Figure 1

Through data analysis for the research it has been observed that the senior employees were more inclined towards working from home. The younger employees, however will choose to work from office when given an option. This was because, the younger employees mostly belonged to the junior management whose nature of job did not permit them to work from home. Also, the

social needs of these employees were better fulfilled while working from office since they got to interact with their colleagues. Many employees who had left their home town for the job had to build a new social circle in the city. They preferred meeting and interacting with people by means of their job or otherwise rather than working in a remote setting.

It was also observed that employees with more experience were more inclined to work from home. Now, experienced employees were also on the higher side of the age graph and majorly belonged to the senior management and some to the middle management. Their jobs required collaboration with teams in form of supervision and decision making. This could be done online through proper channels such as mails, video calls or phone calls. In case of signatures on documents, digital signature provided the solution. Hence, it can be concluded that employees with more experience and age belonged to the senior management and did jobs that required creativity and challenges. These employees are the ones that most preferred working from home and the nature of their jobs also suitable for working from home.

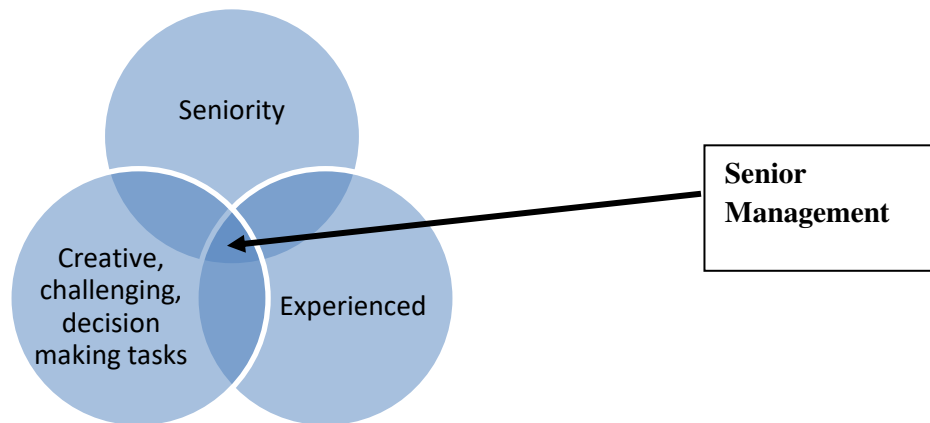


Figure 2

It has been observed that women employees who were married preferred to work from home to take care of their kids. Male employees' approach to this was indifferent. Marital status or number of children did not encourage the male employees to work from home. It can be said that women are still considered as the primary care giver in Indian households, hence making them feel more responsible towards kids and family. It was also observed that in some cases employees with 2 or more children said they would prefer to work at office since their home environment has too many distractions owing to the kids. Thus, number of children in the household does impact the performance while working from home.

It has been observed that the junior employees major factor for encouragement for working from home was saving time and money for travelling to the workplace. The routine nature of their jobs did not impact their job satisfaction if they were allowed to work from home. They have said they will be more motivated while working from home. Remote working could give them the feeling of accountability and trust from the organization encouraging them to perform better. Table 8 shows that productivity can be increased by working from home for all three levels of management. The senior and middle management have ranked increased productivity highly and junior employees have marked it average.

Table 9 gives an insight that working from home in the dairy sector is not feasible for all departments. It has been observed that the nature of jobs for the production and procurement departments is not suitable for remote working. The sales team too needs to physically present in the market to promote sales of the products and ensure timely delivery of milk to the distributors. For finance department, employees involved in day to day transactions, especially those that cannot be done online like cash collection need to present at office. The logistics department too need to supervise timely loading and dispatch of finished products from the factory for timely delivery. It is also seen that most of these employees whose work is not feasible remotely belonged to the junior management. For middle management employees, work from home was partially possible. Middle management employees from production and procurement teams said they had to be present on field at least for a specific period of time to ensure smooth operations.

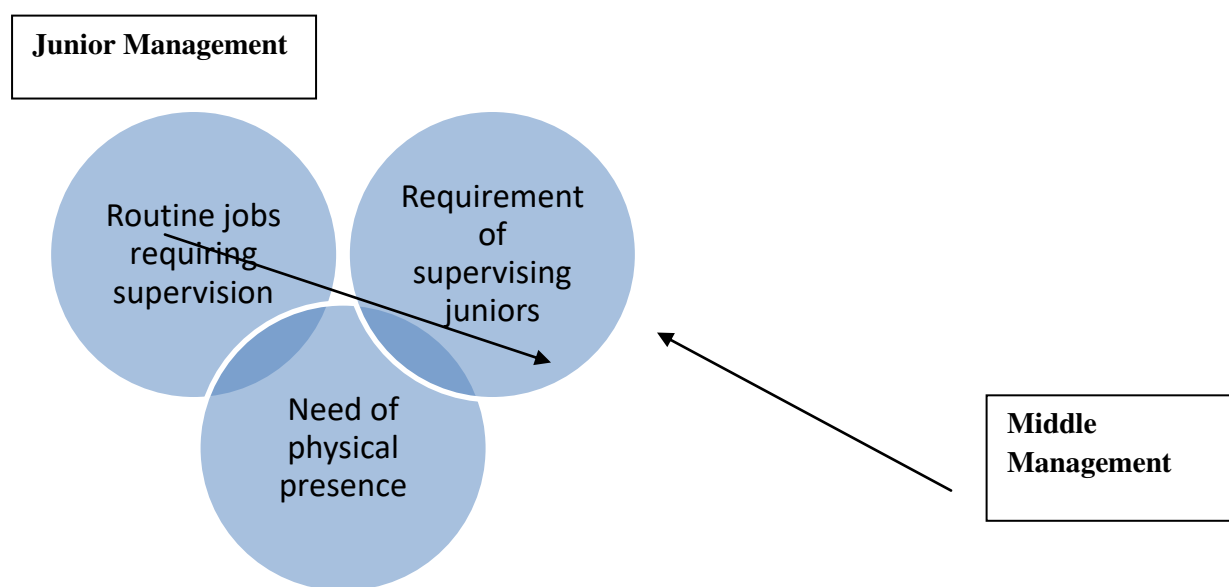


Figure 3

It is concluded through this study that work from home is feasible for the senior management across all departments except some employees from the production department who need to be present in the factory for quality checks and decision making in cases of emergency or machine break downs. It is also not feasible for procurement employees who are required to interact with farmers on field and check quality of raw milk before accepting them and sending them to the factory for processing. For middle management, work from home is partially feasible and for junior management working from home is not feasible.

Senior Management	Middle Management	Junior Management
Feasible	Partially feasible	Not feasible

SUGGESTIONS:

1. For senior and middle management, the dairy company can provide technological support which can enable them to work smoothly from home.

2. Supervision of the junior employees by the middle management can be done online through mails, calls and video meetings.
3. Junior employees need to be made more accountable and trained to work from home.
4. Job analysis can be done by the company to understand the jobs that are best suited for work from home and those that can be better performed at office. This will enhance organizational productivity and employee satisfaction.
5. For junior employees, working from home can be made partially possible in case of sales team. Visiting markets in the 1st half of the day and taking orders through the sales software can be done in the 2nd half.
6. All financial transactions can be made online. This will save manual work, eliminate chances of human error and loss of finances. This will also enable the junior employees of the finance team to be able to work from home.

12. FUTURE IMPLICATIONS

This study will form a framework for industries such as manufacturing and dairy, where field work is mandatory. It will give a base for companies to understand which departments can opt to work from home. This study gives an insight as to why work from home is not feasible for all levels of management and also suggests how remote working can be made available for most employees. The study shows how age, experience, gender and marital status can affect the idea of working from home. The nature of job of the employee is an important criterion to judge the feasibility of remote working. The study encourages companies to analyze and understand the suitable for working from home and jobs that can be performed better through office premises. This job analysis will provide base for increasing employee performance, organizational productivity and employee satisfaction. Work from home has become the new way to do business since the pandemic has hit. It is only important to understand how one can optimize the options to gain the most from their business through remote working.

13. BIBLIOGRAPHY

99.8% workforce in IT sector incapable of remote working: Study. (2020). Retrieved from The Economic Times: <https://economictimes.indiatimes.com/tech/ites/99-8pc-workforce-in-it-sector-incapable-of-remote-working-study/articleshow/75080948.cms?from=mdr>

Bloom, N. (2014). *To Raise Productivity, Let More Employees Work from Home*. Retrieved from <https://hbr.org/2014/01/to-raise-productivity-let-more-employees-work-from-home>

Casey, S. (2020). Retrieved from The surprising facts about working from home: <https://www.kaspersky.com/blog/secure-futures-magazine/work-from-home-research/34196/>

COVID-19: Essential Services. (n.d.). Retrieved from <https://www.mass.gov/info-details/covid-19-essential-services#financial-services->

Desilver, D. (2020). *Working from home was a luxury for the relatively affluent before coronavirus - not any more*. Retrieved from <https://www.weforum.org/agenda/2020/03/working-from-home-coronavirus-workers-future-of-work/>

Farrell, K. (2017). Working from home: A double edged sword.

Kaushik, R. (2007). Determinants of employee attraction motivation and job satisfaction in information technology industry.

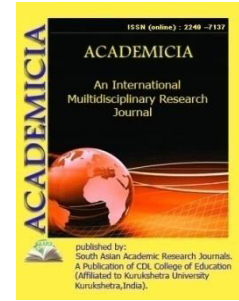
Nireekshan Singh Gowgi, S. K. (2015). Stress and work life balance among employees of manufacturing and IT sector.

P. Peters, K. T. (2001). Factors in Employees' Telecommuting Opportunities, Preferences and Practices?

Steig, C. (2020). *Working from home actually makes you better at some tasks and worse at others*. Retrieved from <https://www.cnbc.com/2020/03/12/study-how-working-from-home-boosts-and-hurts-productivity-creativity.html>

Sucharita, D. (2015). The impact of flexible work on organizational performance and employee experiences in selected IT and ITES sector.

Work from home policy. (2018). Retrieved from Resources workable website: <https://resources.workable.com/work-from-home-company-policy>



DOI: **10.5958/2249-7137.2021.01821.8**

DEVELOPMENT AND USE OF A POROUS FILTER FOR CLEANING HYDRAULIC OIL IN A HYDRAULIC SYSTEM

Dzhuraev Akbar Shavkatovich*

*Assistant at the Navoi State Mining Institute,
UZBEKISTAN

ABSTRACT

In the process of servicing, fine cleaning of the additional working fluid through the filter reduced the contamination of the working fluid by 3-5 times and ensured reliable operation by 2-3 times. The advantages of hydraulic devices over other devices are noted in foreign literature. In a hydraulic system, the source of the working fluid is energy and its purity is very important. In the course of our research, the material that made it possible to effectively filter the working fluid was a filter with a porous medium. It is widely mentioned in the works of G.G. Tumashev and G.V. Golubev. The obtained mixture was immersed in water of 96 0 C . The process of chipping with mixed water begins to occur. The mixture is immersed in water until the chipping process is complete.

KEYWORDS: Contamination, Porous, Hydraulic, Immersed

INTRODUCTION

Currently, many large enterprises of the republic use devices for hydraulic systems. The advantages of hydraulic devices over other devices are noted in foreign literature. In a hydraulic system, the source of the working fluid is energy and its purity is very important. Much research has been done on the cleaning of working fluids in hydraulic systems, and scientists Filkinstein, Brotsky and others have made significant contributions to the cleaning of working fluids. Based on the analysis of these studies, it is important to develop the most effective methods for filtering the working fluid.

Many sources have considered additional control measures for cleaning methods and purity standards, obtained analytical results, and instead improved the purity class of working fluids. In the work of B.N. Slesarov, we see that the results of using the oil unit during storage, transportation and filling of working fluid and a separate filtering device PFU-10m in the tank of the hydraulic system as a separate system showed that the reliability is increased by 25-30%. The

TO has improved, and the rational work of the working fluid, depending on the working life of the contaminated working fluids, has reached 10-12 purity classes.

In the work of O.Yu. Oboyantsev in the hydraulic system for cleaning the working fluid, the following results were obtained. In the hydraulic system, the method of operational control of the specific purity of the working fluid was controlled using the FS-112 analyzer, which automatically detects mechanical particles. In the process of servicing, fine cleaning of the additional working fluid through the filter reduced the contamination of the working fluid by 3-5 times and ensured reliable operation by 2-3 times. So, we can conclude that filtration of the working fluid is one of the main tasks.

The economic effect of achieving the above results to ensure the cleanliness of the working fluid of hydraulic excavators used in our country can be achieved due to the localization of filters. In the course of our research, the material that made it possible to effectively filter the working fluid was a filter with a porous medium. It is widely mentioned in the works of G.G. Tumashev and G.V. Golubev.

Has a goal and objective - porous filters used as a separate working fluid filtration system made of local materials. One of the main tasks of our article is the analysis and results of the microscopic structure of a porous filter, obtained when cleaning a working fluid in a hydraulic system from a porous filter.

Any porous barrier can contain up to 3 media per filter. (Figure 1)

Perforated pores, which are small tubes in the form of cracks in the wall, vary in diameter. The result is the ability to trap particulate matter.

1. Writing pores are pores that do not affect closed particles from all sides.
2. Closed pores, i.e. one side is open and the other is labeled. As a result, debris accumulates in these pores.



Figure 1 Microscopic view of a porous filter.

The working fluid is cleaned only in the porous pores of the porous filter. This can be seen in the pore classification of the overall factor barrier filter.

$$m_n = \frac{V_n}{V}$$

m_n - total coefficient of porosity of barriers from

V_n - Total porosity -n Oristà filter.

V - is the filter size.

In this case, if we extend V further, we get $V = V_n + V_m$.

V_m is the volume of the filter material.

In addition to m_n , there are also calculations of the coefficients of external and internal porosity, and only the filtration method with the coefficient of external porosity can be considered. This is due to the fact that the filtration process does not occur with the coefficient of internal porosity. In this case, the filtration coefficient of the external porous barrier is as follows.

$$m_1 = \frac{V_{t.g'} + V_{b.t.g'}}{V}$$

In porous filters, the pore structure is irregular, which makes it impossible to build a mathematical model of the working fluid. Therefore, it is taken into account when determining the average speed of the working fluid from the porous filter.

$$v_{g'} = \frac{\frac{W}{T}}{\frac{V_{t.g'} + V_{b.t.g'}}{V_n + V_m} * S}$$

This is also called Danon Forkshamer 's conjecture .

Based on the above theoretical data, it can be concluded that a large number of permeable pores improves the flow rate and filtration of the working fluid. The sources give the Borus-Beksold method for determining the pore size of porous filters, i.e. (bubble method). In this process, the pore size is determined under pressure. In this case, the porous filter begins to flow out of the pores under the influence of air pressure, saturating the required amount of liquid.

The outlet of the original bubbles is the maximum pressure under pressure. The appearance of bubbles over the entire surface of the filter is the average pressure.

These results are determined using the following formula.

$$d_n = 4a / p$$

d_n - pore diameter , m

a - coefficient of surface tension, N/m

p - air pressure , Pa.

Porosity is the ratio of the volume of porosity to the total volume of the body. In a broad sense, the concept of porosity includes information about the morphology of a porous body. Structural features (hole size, size distribution, specific surface area) are often referred to as "porous body structure". Porous bodies are widespread in nature (minerals, plant organisms) and in technology (adsorbents, catalysts, foams, building materials, filters, fillers, pigments, etc.).

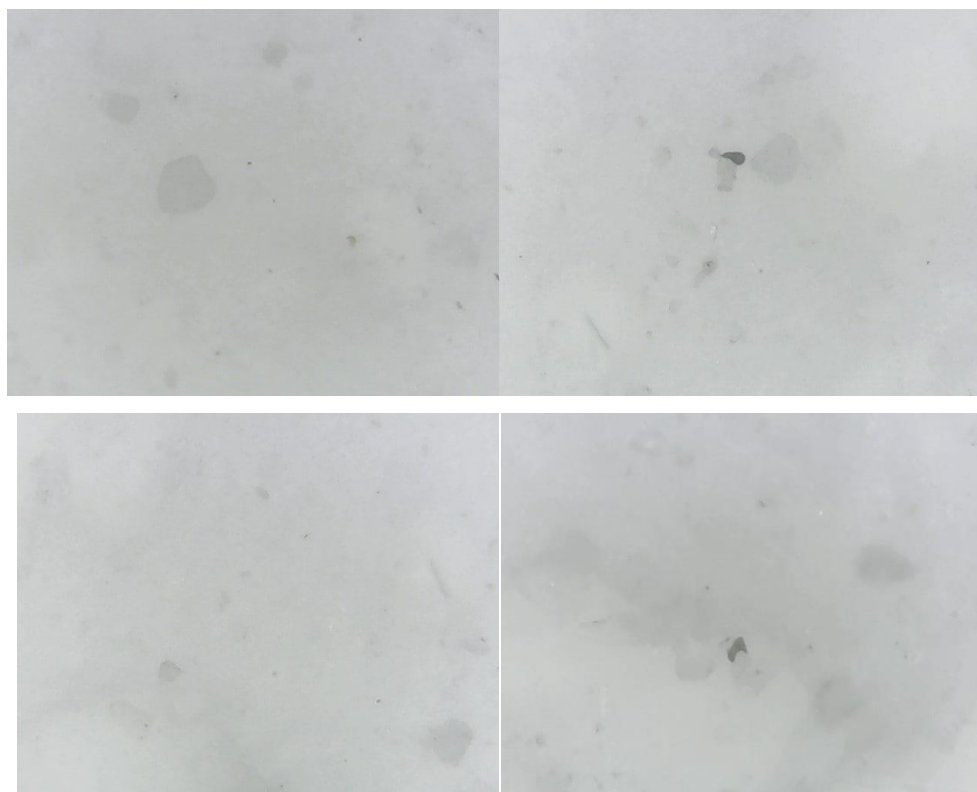
The purpose of the experiment is to develop optimal parameters for cleaning a hydraulic working fluid through a porous filter. In this experiment, we will look at the following tasks:

- Development of a new localized porous filter.
- Microscopic analysis of the pore size of the porous filter.
- Research of methods of filtration of hydraulic working fluid.
- Analysis of the filtered parameters of the working fluid from the porous filter.

In our experiment, the following instruments and equipment were used: a device for measuring electricity, a water heater, a mixing vessel, a spatula for mixing the mixture, microscopes, a micrometer calibration line for measuring particle diameter, an LED copy panel, Mettler Toledo analytical balance Model ms204TS

Our experiment begins with the preparation of a porous filter material. It was found that the electricity meter is connected to a 2000 W water heater and consumes 0.350 liters of boiling water. In a vessel, 5 g of NH_5CO_3 and 8 g of R_2SiO mixture are mixed with a spatula for preparation, placed in a mold and dried for 20 minutes. The obtained mixture was immersed in water of 96°C . The process of chipping with mixed water begins to occur. The mixture is immersed in water until the chipping process is complete. The result is a porous medium at the top (Figure 1).

The resulting porous material is photographed under a microscope using a digital microscope model: Digital Microscope Model: x 4 with a resolution of 640x480 (Fig. 2).



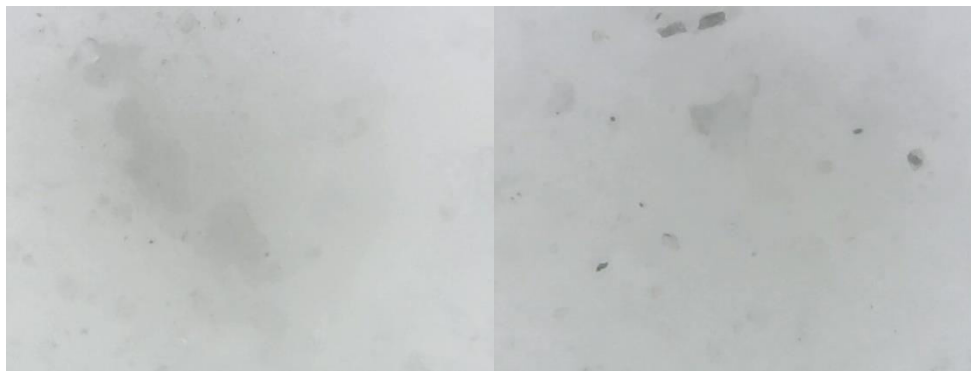


Figure 2. Digital microscope model made of porous material: Digital Microscope model: x 4 samples.

Coordinate line micrometer calibration line (Figure 3) is photographed under a microscope (Digital Microscope Model: Digital Microscope model : x 4) with the extension 640x480, and the size of each sample was measured using an LED copier panel with the coordinate of the calibration line. (Figure 4)

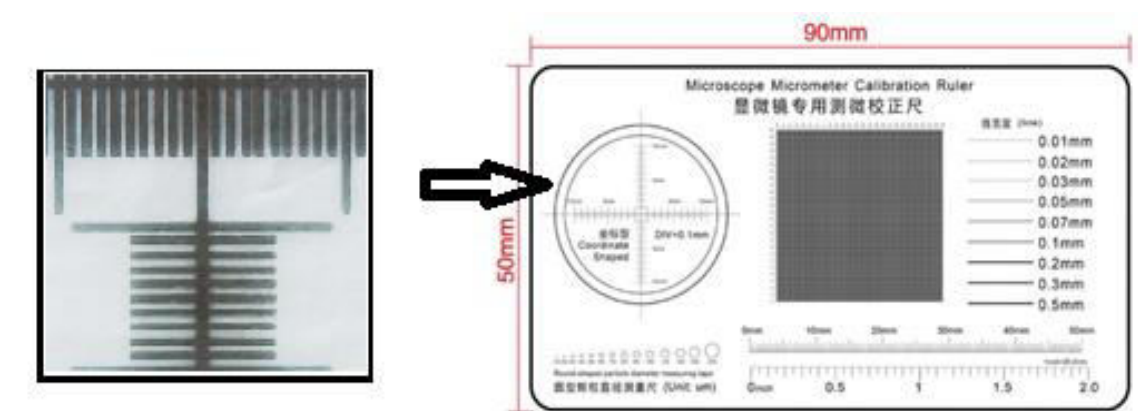
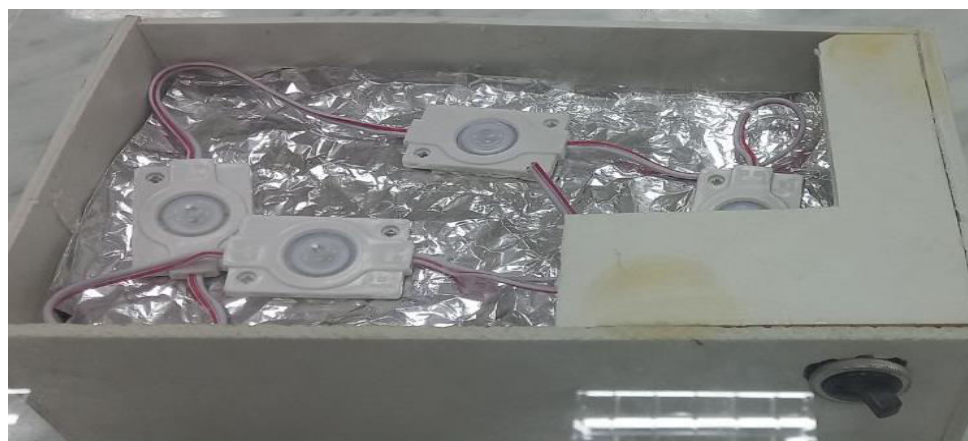
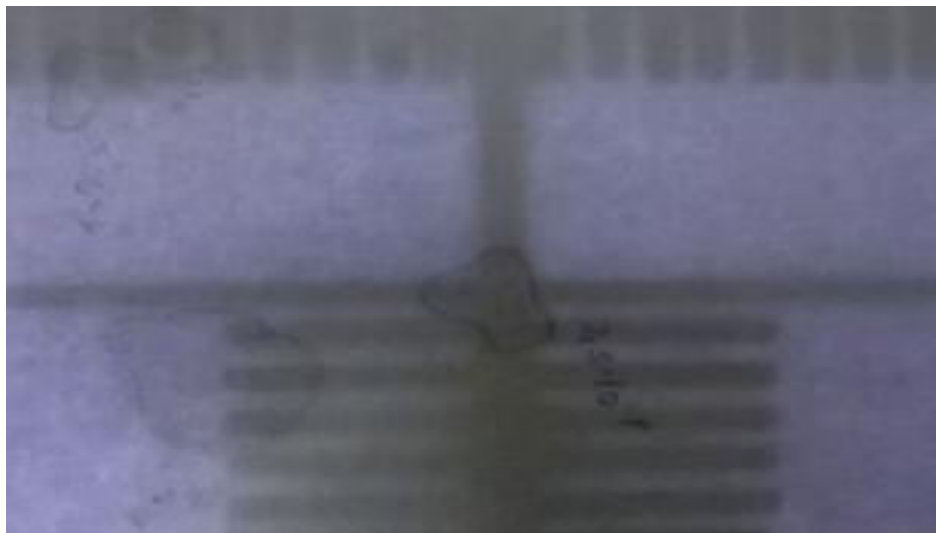


Figure 3. Micrometer calibration line and coordinate line



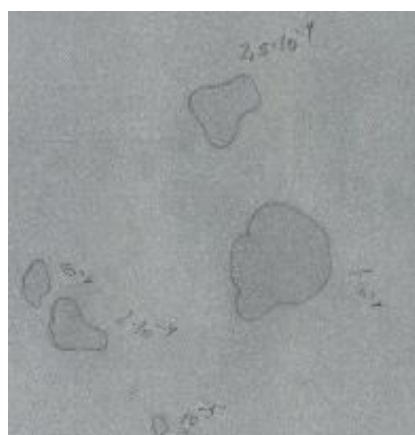
a)



b)



1-sample



2-sample



3-sample



4-sample



5-sample



6-sample

d) Figure 4. Method for determining the pore size of a porous filter: a-LED copy panel, b-pore detection process, d-pore size samples.

At the next stage of our experiment, we will consider the cleaning of the working fluid of the hydraulic excavator RH-40E, branded Tellus46 and Tellus 68, which worked 3970 and 3088 operating hours, from a porous filter.

Cleaning was carried out in 2 ways.

1. With a layer.
2. Nolayer.

Method1.

The porous filter is cut into pieces and placed on the dish (fig. 5). The working fluid is filtered at atmospheric pressure for 2 hours.

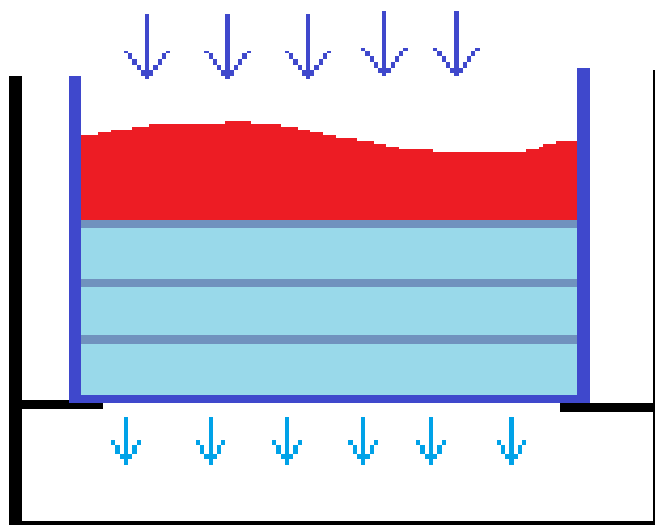


Figure 5. Layer-by-layer cleaning of the working fluid of hydraulic equipment with a porous filter.

Method 2 .

The porous filter is made in the form of a vessel, and the working fluid is filtered (Figure 6).

The working fluid is filtered at atmospheric pressure for 4 hours.

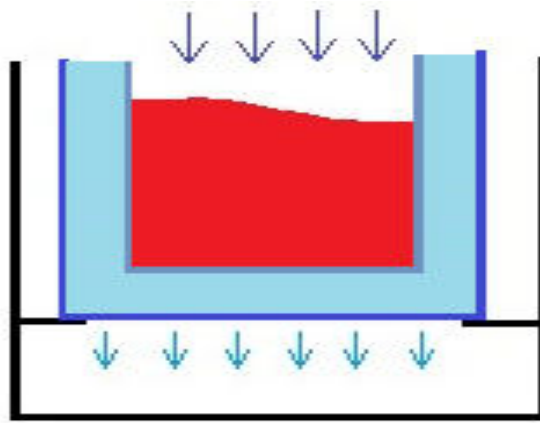


Figure 6. Layer cleaning of hydraulic fluids in a porous filter.

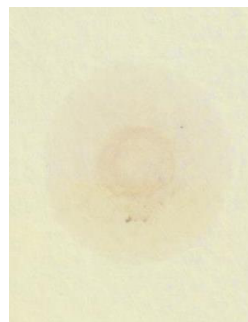
In both methods, samples of filtered working fluids are taken. (Figure 7)



Tellus 46
working fluid in its
original state



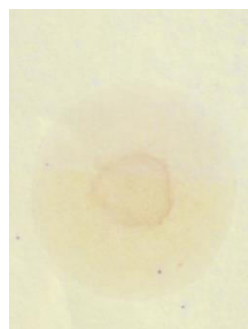
Tellus 463790 moto /
hour Hydraulic
excavator RH-40E
Working fluid



Tellus 463790 moto /
hour Hydraulic
excavator RH-40E is
a working fluid
filtered according to
method 1



Tellus 463790 moto /
hour Hydraulic
excavator RH-40E -
the working fluid is
filtered according to
method 2



Tellus 68 working fluid in its original state	Tellus 68 3088 moto / hour Hydraulic excavator RH-40E Working fluid	Tellus 68 3088 moto / hour Hydraulic excavator RH-40E is a working fluid filtered according to method 1	Tellus 68 3088 moto / hour Hydraulic excavator RH-40E - the working fluid is filtered according to method 2
---	---	---	---

Figure 7. Foamed samples of hydraulic working fluid in a porous medium

The samples are examined under a microscope (model) at 1000x magnification to check for filtered differences. (Figure 8)



Tellus 46
the structure of the
working fluid in the
initial state.



Tellus 46
3790 moto / hour
Hydraulic excavator
RH-40E Working
fluid composition .



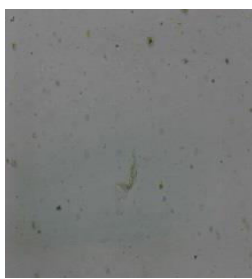
Tellus 46
3790 moto / hour
Hydraulic excavator
RH-40E Composition
of working fluid,
filtered according to
method 1 .



Tellus 46
3790 moto / hour
Hydraulic excavator
RH-40E Composition
of working fluid
filtered by method 2 .



Tellus 68
the structure of the
working fluid in the
initial state.



Tellus 68
3088 moto / hour
Hydraulic excavator
RH-40E Working
fluid composition



Tellus 68
3088 moto / hour
Hydraulic excavator
RH-40E Composition
of working fluid,
filtered according to
method 1 .



Tellus 68
3088 moto / hour
Hydraulic excavator
RH-40E Composition
of working fluid
filtered by method 2

Figure 8. Microscopic image of the filtered states of the hydraulic working fluid.

Experimental results

As a result of the above experiments, we can obtain the following information.

a) Thus, when we measure our porous material on an analytical balance (metlertoledo m: ms204ts), it weighs 10.5 g (Fig. 1), has a surface area of 0.0037 m^2 and a volume of 0.024 m^3 . It takes 20 minutes and consumes 250 watts of electricity. As a result, we see the following links.



Figure 1 . Mass of a porous filter on an analytical balance

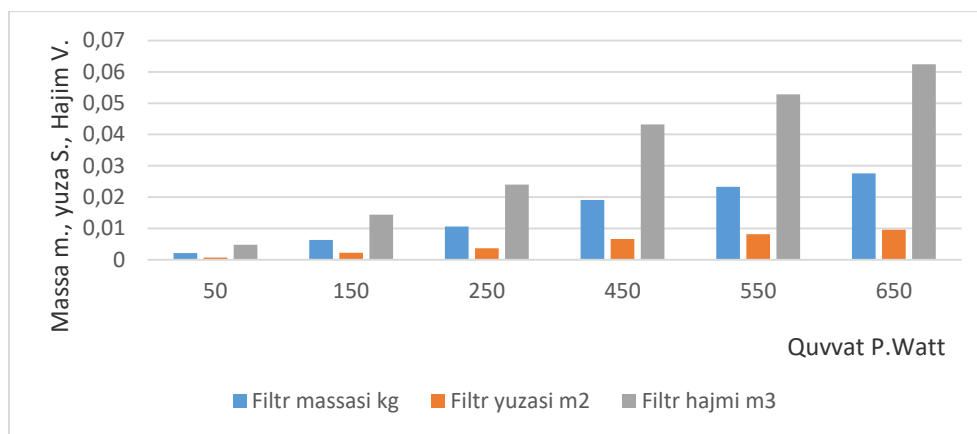


Figure 2 .The ratio of the dimensions of the porous filter to the power consumption.

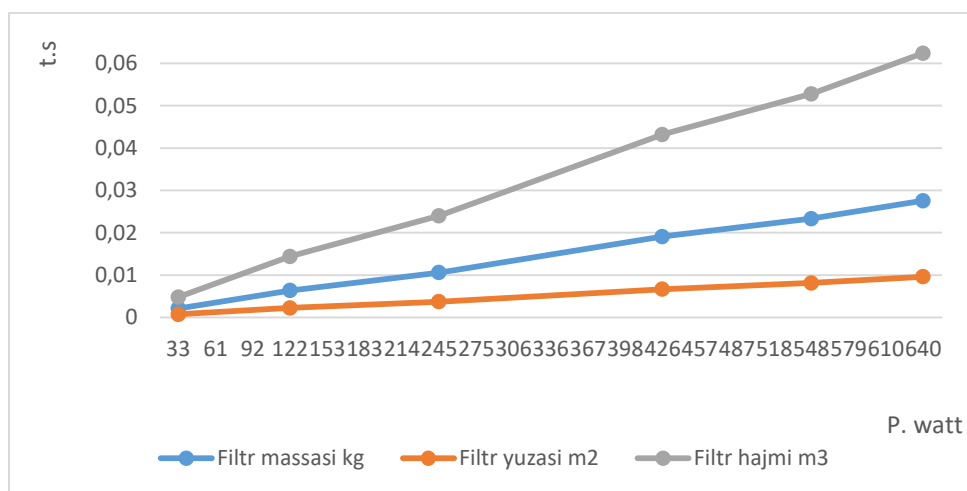


Figure 3.Changing the parameters of the porous filter depending on the time and power.

b) The following pore sizes are plotted using a micrometer calibration line under a microscope (Figure 4).

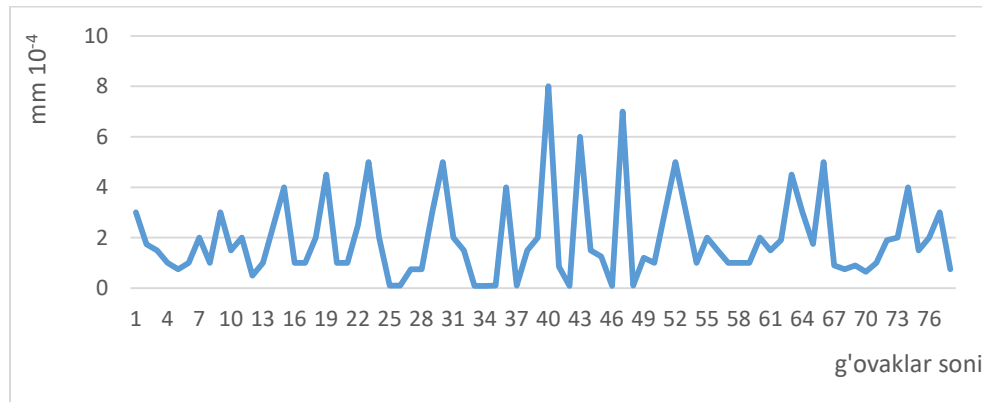


Figure.4. Pore sizes in the sample.

c) The above methods of cleaning the working fluid gave the following results (Fig. 5).

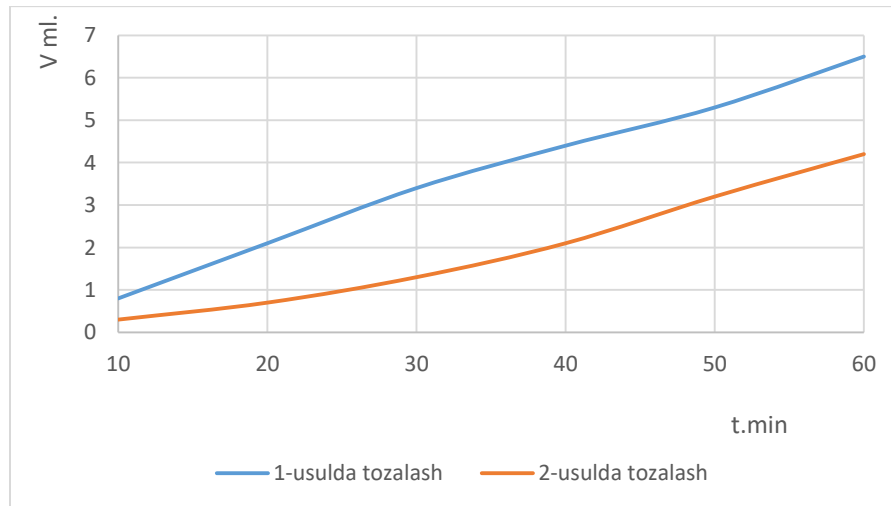
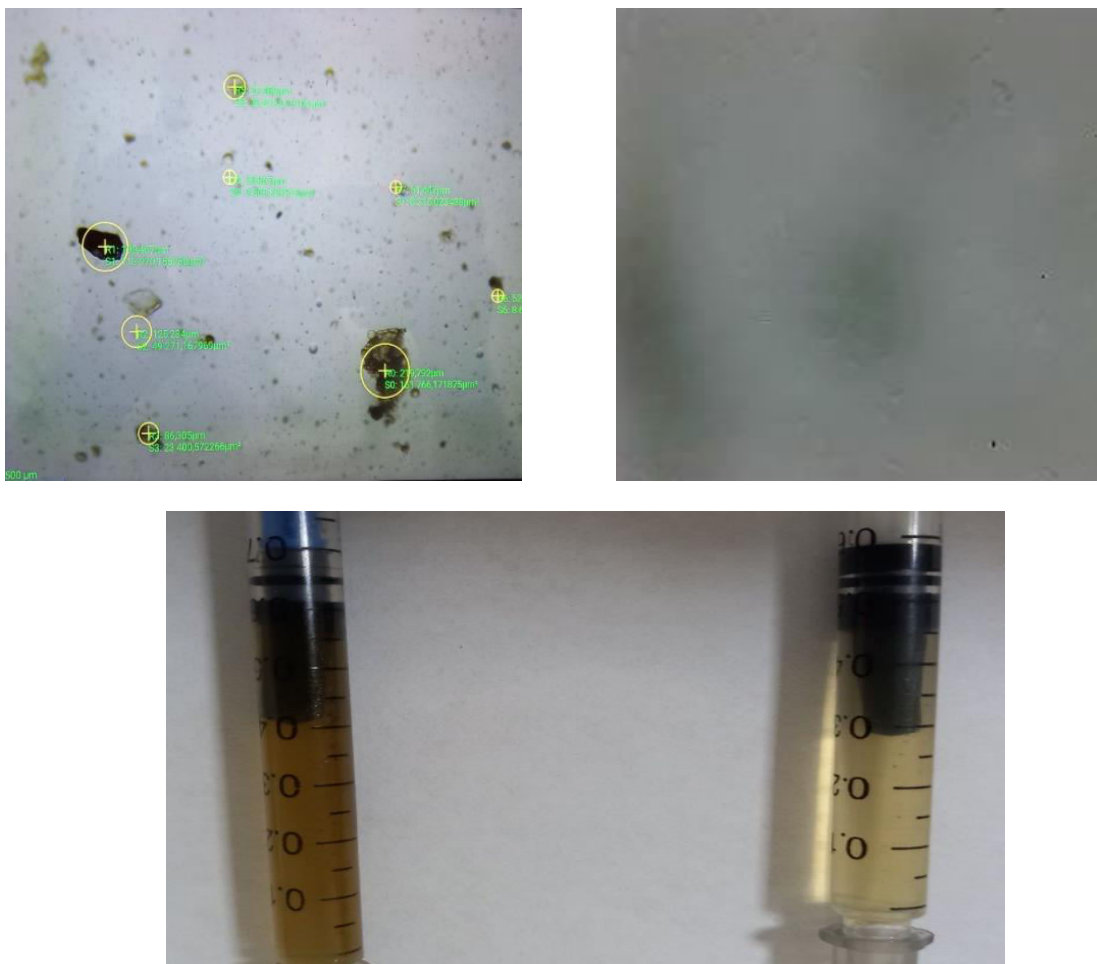


Figure 5. Methods for cleaning working fluids.

d) The results of microscopic analysis showed that it is possible to capture contaminated particles with a size of 0.2–0.3 μm (Fig. 6).



a) b)

Figure 6. View of the working fluid under a microscope.

a) Contaminated condition of the working fluid.

b) - the state of the working fluid after filtration

CONCLUSION

Based on the results of the above experiments, we can say that the porous filter has a significant effect on the purity of the working fluids of mining hydraulic machines in our fields in the Kyzylkum desert zone and in areas with a dusty environment. In turn, hydraulic mining machines provide operational reliability and prevent the failure of parts of the hydraulic system.

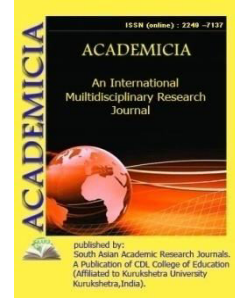
REFERENCES

1. Abduazizov N.A., Aliev T.B. and other IR-spectroscopic analysis of contamination of hydraulic fluid of hydroficated mining machines // Universum: technical sciences. - Moscow, 2019. - No. 8. - S. 35-39. 2.
2. A. N. Azamatovich , Z.A. Shavkatovich , T. Abdumuminovich , A. Khusniddinovich , "Modeling the movement of dusty air flows inside the air filter of the hydraulic system of a mining excavator." International Journal of Grid and Distributed Computing (IJGDC), ISSN: 2005-4262 (print); 2207-6379 (online), NADIA, vol. 14, no . 1, pp. 11-18 March 2021.
3. Abduazizov NA, Muzaffarov A., ToshovYa.B. "A complex of methods for analyzing the working fluid of a hydrostatic power plant for hydraulic mining machines." // International Journal of Advanced Science and Technology. - India, 2020. - Vol . 29. - No. 5. - R. 852-855. (No. 3.Scopus ; No. 41. SCImago , impact factor - SJR 2019: 0.11).
4. Abduazizov N.A., DzhuraevA.Sh. Investigation of the physicochemical composition of pollutants in working fluids operated in the Kyzylkum region // Universum: technical sciences: electron .ncientific . yurn .2021.6 (87). URL: <https://7universum.com/ru/tech/archive/item/11956>
5. Abduazizov N.A., DzhuraevA.Sh., Khoshimov OO, Vakhobova N.A. Analysis of contamination and filtering capacity of working fluids of a hydraulic excavator // Achievements of engineering technologies 2021 No. 1 43-46 p.
6. Abduazizov N.A., Tabulin A.A., Filipova L.G., DzhuraevA.Sh. "Analysis of the influence of the temperature of the working fluid on the performance of hydraulic excavators." // International conference on innovative development of the Zarafshan region: achievements, challenges and prospects Uzbekistan. Navoi 2019 p. 19-24.
7. MardonovaS.Kh., DzhuraevA.Sh. "ANALYSIS OF THE USE OF HYDRAULIC EXCAVATORS IN SEVERE CLIMATIC CONDITIONS" // International Scientific and Practical Conference CCII. Moscow, 2021.214-217.
8. Abduazizov N.A. ZhuraevA.Sh. "Development of a mathematical model of thermal processes in the control loop of a hydraulic unit of a quarry plant." // International Journal of Advanced Research in Science, Engineering and Technology. India. September 2018. Vol . 5, Issue 9, pp- 124-130.
9. Muratov G.G., Yuldoshov H.E., DzhuraevA.Sh. "Requirements for the electric drive of the head of a mining excavator" // Journal of advanced research in the field of technical sciences. No. 8. 2018. st. 80-82
10. Abduazizov N.A., Islomov Z.R. ,Dzhuraev R.U. DzhuraevA.Sh. "Rational design solutions in the development of an air filter for a hydraulic excavator." // Mining Bulletin of Uzbekistan №3 2020.
11. DzhuraevA.Sh., Khaitov F.Z. "ANALYSIS OF METALLUSHKIS CHIPS OF TELLUS 68 HYDRAULIC OIL BY CONDUCTING AN ELECTRIC CURRENT THROUGH IT ." // European Science № 7 (56), 2020. S. st. 26-28.

-
- 12.** Abduazizov NA ToshovZh. B. Zhuraev A. Sh. "Research of the systems" hydraulic bank-cooler "of hydraulic units of mining hydraulic machines". // EURASIAN UNION UCHENYX (ESU) № 2 (71) / 2020 4-part.
- 13.** AbduazizovNabijonAzamatovichTurdievSardorjonAbdumuminovichDzhuraev Akbar Shavkatovich . DEVELOPMENT OF MATHEMATICAL MODELS OF HEATING PROCESSES IN THE REGULATING CIRCUIT OF THE HYDRAULIC POWER PLANT OF THE BARE HEADER (44-47) // Eurasian Union Ucheniks . Technicalscience. 2019/06/24; 62 (1): 44-47.



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.01822.X

**INTERPRETATION OF HISTORICAL PERSONALITY IN THE NOVEL
 “ALISHER NAVOI” BY ISAJON SULTAN**

Madinaxon Yusupova Egamberdi Daughter*

*Base Doctoral Student,
 Department of literary studies,
 Fergana State University, UZBEKISTAN
 Email id: madinakhonyusupova@mail.ru

ABSTRACT

The article interprets the unique features of the Navoi image of the writer Isajon Sultan in the novel “Alisher Navoi” as a historical and creative person. The novelty in the creation of the work is studied as the artistic skill of the writer. The author makes fertile use of the artistic image of those around him (taghoyilari, mudarris, the future King Hussein, the pole, his father Ghiyosiddin and his mother “volidabeka”) in revealing the image of the young Alisher. The kindness of this Iraqi beauty to Alisher, who could not find a place to put himself if he did not see a rest, was aware of all of his immaculate love in the apartment. For this reason, he was released from other jobs and appointed alisherbek as a nanny” (38). In the three-time battle of Ion Hassky, who lived in the V century before BC, it is mentioned about “magic figures”, and the three – digit number of Pythagoreans with the “characteristic “number is described as follows:” Everything Is this-three, there is nothing greater than three or less.

KEYWORDS: Image, Historical-Creative Person, Navoi, Novel, Mystique.

INTRODUCTION

A lot of books have been written about the Sultan of the word estate AlisherNavoi. Aybek's novel “Navoi”, novel-dilogy “Navoi and artist Abulkhayr” of OmonMukhtar, stories and stories of MirkarimOsim, V.Zahidov, I.Sultanov, A.Kayumay, A.Hayitmetov, N.Mallaev, S.Ganiyeva, A.Abdug'aforav, Y.Isaac, Sh.Zire “Lost In Test Match Such literary scientists as Haqqulov created high scientific and artistic researches, and today the novel “AlisherNavoi” by Isajon Sultan, who was creatively active in the literary process, said a “new word” on this subject, appeared as a new interpretation of the works about Hadrat.

If the work of “Navoi” and “AlisherNavoi” by Isajon Sultan, written about the great thinker, is close to each other by belonging to the genre of the novel and by analogy with the image of certain realities, the method of description differs in the variety of images. In the novel “Navoi” “socio-political and spiritual-educational realities are widely covered in the epic plan, and in the novel” Alisher Navoi “by the Sultan, along with socio-political and spiritual-educational realities, religious-philosophical views and” subtle aspects” of the creative process are given a wide place. Oybek tells the contents of the work in chapters in highlighting the realities of the novel “Navoi”, the writer explains the realities of the novel “Alisher Navoi” in four parts: a) “Garoyibu-s-Sig'ar”; b) “Navodiru-sh-shabob”; C) “Badoe'u-l-mediocre”; d) “Favoyidu-l-kibar”, through these parts the author wrote the work “Khazayinul-Mauni” – “ - ” treasure of meanings as great thinker aims to reflect the meaning of the content of life.

In the novel “Strange-s-Sig” reflects the youth antics, the spring of life, the sincerity of childhood. In the realities of Alisher's childhood pales, his power Hafiz is elevated in the world of poetry, through the lessons of mudarris Abu Abdullah Kulahi, he begins to understand that “knowing and learning is the highest task of humanity”, that “man is the kind who can learn, understand and create”, especially from the work of his beloved book Fariddinattor “logic ut – tayr. The author makes fertile use of the artistic image of those around him (taghoyilari, mudarris, the future King Hussein, the pole, his father Ghiyosiddin and his mother “volidabeka”) in revealing the image of the young Alisher. For example, the image of the pole - Alisher's nanny, whose original name was “a pole, brought this girl with him during the Iraqi walks of GhiyasiddinbekShahruxhMirzo, who had never been to Iraq”. The image of the pole” joriya with a black brow, a white elongated face “plays an important role in revealing the sincerity of the child of the equally “beautiful” young Alisher, and in the social environment of Hiri, reflecting some aspects of the image of women:” girls from the age of nine are obliged to grow a chodra, and since then it is Y)it was forbidden to throw. In hiri, the weak are paranjiYop closed with a pinch, even if they go out to berun. Yellow in the inner courtyard-he wore a black bunny over a red mixed nightmare, caught his chimmate pole and flared every chip worried that the jackhammer was delayed. The kindness of this Iraqi beauty to Alisher, who could not find a place to put himself if he did not see a rest, was aware of all of his immaculate love in the apartment. For this reason, he was released from other jobs and appointed alisherbek as a nanny”(38).

The second part of the historical novel” AlisherNavoi “is called” Navodiru-sh-shabob“, which reflects the events of the period when the subjects about the history of mankind brought Alisher from the world works to the world of comfort and voluptuous thought, as well as the art of poetry, which has the power to embody all this,” knowledge of nujum, geography, account, medicine ” – AlisherNavoi.

The third part is” Badoe'u-L-mediocre", in this part – the middle-aged badies, the seal of Nevoi in the figure, and in creativity the inscriptions of fate, which are reflected in the verse in which the word wisdom is depicted:

"Ulchehrafuruğitushubanzortanınga, a kind of groom.

Everyone saw the moment, misses, yonadurkhoshok in the grass”[204].

This gazelle, donated by the king “one gold, one shingarf, one green robe“, is written by Navoi on the kezs” famous for wintering in the service of AbulgashimMirzo”. ” In the art of poetry

“through these gazelles of the master poet fully reflect the subtle aspects of the author's image State, his inner-senses. In this part, the work of Navoi in the position of the seal, the case of a conspiracy organized by my member of the minister and some princes, who envied this situation “without seeing”.

The fourth part "Favoyidu-l-kibar“ - the benefits of old age," in one of the nights the universe was darkened, the sun was hidden as a fountain of life obi. Although it was not visible to the spring, Khizr would scatter resin from it over the Blue." In this part, the image of Navoi, who gave himself to the enlightened ways of science, becomes even more vivid, he writes as a summary of his life:

Take me, you Turkish bedadidor. This is the verse structure of the tongue " [267].

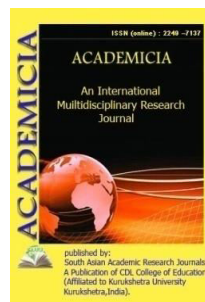
In recent moments, it is mentioned that the more strained “mafosil” in the body is the “Great Sun of poetry extinguished”, and in the end the Thinker remains from the language, but through his immortal works he achieves “immortality”.

The realities reflected on the basis of chronological succession are described in a davriy manner in accordance with the years of Navoi's works. The work begins with the image of “the dead on the side of Hirirud was fantastically decorated with spring patterns before the eyes”, that is, in the work, which began with the image of the spring of life of AlisherNavoi, the beautiful views of childhood, the behavior of Alisher, who from youth to fit, even in a hunting conversation with the “base” to Through various realities, it is pointed out that Alisher is perceptive (as he feels that “although the belly is hungry, the orange of the heart is important, “the color of the holves is different in taste”). The author points to the subsequent realities of the work, depicting the youth moments of the great thinker, which means that the future of this young boy is bright, expressed through the event “the mystery of the round star”: “the appearance of the round star makes the person aware of the fact that happiness to his son is either the duty of the people of Iraq used to open the foil depending on whether the tail of the star looked up or down, thick or thin. - See, rising from the rise. It is flying, leaving all the stars below!” , said the young Alisher's uncle(Kabuli)“” So, Alisher, who first saw the star with a tail” all the stars “with a high vision, with a breadth of thought,” the drop below “”science-he durlar from the constellation of Zephon " becomes an adult as an investigator. During the work, 3 times the same case(the event of a round star) is repeated. The fact that the creature was blessed by the great tortoise, AlisherNavoi, is also repeated three times, and this is not accidental. The writer has a certain purpose from such an artistic statement. The ideological expression of the “magic three-digit ” in the novel means that the writer Isajon Sultan expresses his individuality and in his work “inclination to logic” unsurlari is thrown into the eyes. Number three is "battle - it is dynamic" (as life always consists of struggles M.Y.) is the embodiment. In the three-time battle of Ion Hassky, who lived in the V century before BC, it is mentioned about "magic figures“, and the three – digit number of Pythagoreans with the” characteristic “number is described as follows:" Everything Is this-three, there is nothing greater than three or less. The perfection of any existence is an expression from the Holy Trinity – mind, strength and happiness. The author wants to say that this trinity is a jam in a person. The fact that AlisherNavoi helped people with “intelligence” “”power “is also reflected among the realities of the work that it is actually a great” happiness " for the individual. Also, the realities of the passage from the point of view of the Piraeus are initially in infancy: "Sheikh Sudur Giyosiddinbek is a piri of the family, according to Tamerlane, when a son was born, he called a moth and a horse, and when he went to his presence, Sheikh Sudur said: - to

him(Navoi to M.Y. the fact that he said,"We gave wisdom and knowledge in infancy "(54) is also expressed in the manner of a sign to the future, later on, to be a musharraf to the prayer of Mevlana Sharafiddin Ali Yazdiy and to inform Mevlana of the"mystery of the round star". The writer breaks down on the basis of the literary goal as the derivatives of the" mystical imagination "that in the past lifetime intrigues of the Trinity" birth"," life "and" death "there are internal and external features that determine the peculiarities of the person's" infancy"," Youth"," "old age".

REFERENCES:

1. Jurakulov U. The peculiarity of the original word // Sharqyulduzi, 2013. B.135.
2. .Samandarov I.E. History in Uzbek historical novels. Fil.f.nom.diss. - T.:1992. B. 42.
3. Muhammadjanova G. The development of artistic perception and the image of Navoi. Journal of Central Asian Social Studies. 2021, 2 (3). B. 5.
4. Sultanov I. Navoi's heart book. - Tashkent .: 2010. B.3 (374)
5. Samandarov I.E. History in Uzbek historical novels. Fil.f.nom.diss. - T.:1992. B. 42.



DOI: **10.5958/2249-7137.2021.01823.1**

FORMATION OF THE CATEGORY OF INTERPRETATION OF LAW, ESSENCE AND CONTENT

Gulchexra Tastanbekova*

* Associate Professor,
Department of State and Legal Sciences,
Academy of the Ministry of Internal Affairs of the Republic of UZBEKISTAN

ABSTRACT

The article analyzes the formation, essence and content of the category of interpretation of law, the concept of interpretation of law, the correct application of the rule of law, the interpretation of law: defining and understanding the meaning of law, explaining the content of the rule of law, the theory of interpretation. In his view, the general content of the rule of law takes on an appropriate form in relation to a particular life situation, on the basis of the interaction of certain persons on specific circumstances and grounds, in a specific place and time. The importance of the concept of "interpretation" for the legal sciences is reflected in the disclosure of the essence of the elements of legal norms. Interpretation is the result of thinking activity. In the social sciences, the term "commentary" is used as a synonym for words such as "interpretation," "interpretation," and "explanation."2 This means that while interpretation applies to all disciplines that use written sources, it has a special place in the legal disciplines.

KEYWORDS: Law Enforcement, Interpretation of Law, Legal System, Interpretation of Laws, Legislation, Object of Interpretation, Subject, Normative Legal Acts.

INTRODUCTION

Each legal norm regulates a certain type of social relations. Although there are many specific social relations regulated by legal norms, they also have specific aspects. Legal norms are general and abstract in nature, and they apply to a wide range of subjects and different situations. In the application of legal norms, it is necessary to find answers too many questions in understanding and explaining their essence. The answer to them will be possible only by interpreting the norms of law. In the process of interpretation, the general and abstract features of the legal norms, as well as the legal conflict in a particular situation are clarified.

The issue of interpretation of law is one of the most pressing issues in modern jurisprudence. Interpretation of law has its own meaning as a special legal category. It has a special place in the system of legal categories that represent the process of law enforcement. The content of the rule of law is reinforced in the relevant positive source of law. In the exercise of a right, its general meaning is determined by its appropriate application to certain living conditions. This process takes place through the interpretation of law.

Before applying the rule of law to legal relations, it is necessary to correctly understand its meaning and content. Appropriate legal qualifications are required to determine the scope of the applicable legal norm. In order for legal norms to be properly applied in practice, it will be necessary to interpret them.

"Commentary" is the Latin word for "interpretation." It means the interpretation of various material and intangible objects created by mankind. An example of this is the interpretation of works of art that are objects of material culture or the interpretation of the text of written sources. The term commentary on the text of written sources is used as a commentary on the law.¹

Interpretation can be interpreted in broad and narrow senses. "Interpretation" in the broadest sense refers to any cognitive process aimed at explaining natural or social phenomena, while in the narrower sense it refers to the identification of words, phrases, expressions and symbols, i.e. natural or artificial language signs. In the social sciences, the term "commentary" is used as a synonym for words such as "interpretation," "interpretation," and "explanation."² This means that while interpretation applies to all disciplines that use written sources, it has a special place in the legal disciplines. It is important to legally interpret and understand the words and phrases in the text of the law and other legal documents.

In modern jurisprudence, the interpretation of law is interpreted as hermeneutics.³ Hermeneutics is a Greek word that has many closely related meanings: ancient religious and historical texts, literary

The art of interpreting monuments, teachings on the principles of interpreting texts. The general basis of these meanings is "to make clear", "to convey to the human mind".⁴

Hermeneutics has a long history as the art of interpreting texts. Philosophers, writers, artists, and lawyers have studied the problems of hermeneutics. Hermeneutics originated in antiquity and developed in the middle Ages. It was studied in the XIX-XX centuries by F. Schleiermacher, W. Dilthey, M. Heidegger, H. G. Gadamer, E. Heidegger, P. Ricoeur.

The novelty in the development of legal hermeneutics is that if previously it was necessary to establish what the legislator meant in the text, now it is more difficult to solve it. Therefore, the law is common to all, it does not provide for each individual case.⁵

The commentator and the text being interpreted are two separate things, and their essence is the same: "Any understanding is, after all, self-explanation."⁶

Many legal scholars are conducting research on the problems of interpretation of legal norms in legal science. There is no consensus in the legal literature on the interpretation of the interpretation of law.⁷

According to Russian lawyers, the interpretation of law means a certain process of thinking aimed at learning the meaning (content) of legal norms.⁸

We think this idea is a bit controversial. As mentioned above, the interpretation of law is not only a process aimed at learning the meaning of legal norms, but also a process of understanding and explaining the content of legal norms. In fact, interpretation is a complex creative process of defining and explaining the content of law, manifested in the unity of both aspects.

According to M. Topor, a professor at the University of Paris, "interpretation" means understanding, and the need for interpretation arises when the meaning is not understood, including when the meaning is denied, the need for interpretation arises.⁹

When he defines the concept of "interpretation," he emphasizes the need to consider two possibilities: interpretation is either to focus on the importance of something or to determine its significance. In this case, firstly, we are talking about the function of understanding the meaning and content of interpretation, and secondly, we are talking about the function that arises from this activity.¹⁰

Academician Nersesyants V.S. and prof. Xabibulina N.I. interprets the law based on the general nature of the legal rule and the specificity of the situation in which it is applied. In his view, the general content of the rule of law takes on an appropriate form in relation to a particular life situation, on the basis of the interaction of certain persons on specific circumstances and grounds, in a specific place and time. Similarly, the rule of law needs to be interpreted by the law enforcer. The general content of the rule of law is regulated in the process of its implementation to understand and explain the legal meaning of the breaker is to interpret the law.¹¹

In this case, understanding is a legal-cognitive process of determining, observing and substantiating the original content of the interpreted norm. Any interpretation involves the process by which the norm is interpreted by the commentator (primarily for himself).

Explanation, on the other hand, refers to forms of external specific expression for the general use of the relevant comprehension results of the norm being interpreted.¹²

In this case, understanding is a legal-cognitive process of determining, observing and substantiating the original content of the interpreted norm. Any interpretation involves the process by which the norm is interpreted by the commentator (primarily for himself).

Explanation, on the other hand, refers to forms of external specific expression for the general use of the relevant comprehension results of the norm being interpreted.¹³

Interpretation arises from the need to apply the most general and abstract legal norms to the particular relations that arise in society. Prof. According to SS Alekseev, the legislature, in formulating the normative instructions, takes into account the changes that are likely to occur in future social life. Thus, there is a need to interpret these norms in their application to the norms of law, especially in a particular case characterized by a high normative generalization. As a result of the interpretation of the law, its content, social function, practical significance are determined, understood and explained.¹⁴

When law enforcement agencies choose the rule of law, it is necessary to determine the essence of the rule of law. In this case, the interpretation of normative legal acts of various law enforcement agencies is useful. Understanding and explaining the essence of existing legal norms is, in short, the concept of "interpretation of law."¹⁵

Professors U.Tajikhanov and A.Saidov "through interpretation the meaning of law is determined, the meaning of law is explained and finally through interpretation the meaning of law is both defined and explained"¹⁶. - they said. Professor ZM Islamov, in addition to the above views on the interpretation of law, states that the interpretation of law involves only the definition of the meaning of legal norms, denying the special activity of explaining legal norms, and vice versa, if the essence of interpretation is limited to explaining the essence of legal norms concluded that the process of previous thinking is negated.¹⁷

Interpretation of law is a mental activity consisting of defining and explaining the content of legal norms in order to apply them correctly. Interpretation of law can be thought of as a mental-voluntary activity to determine and explain their meaning in order to make the most correct use of the norms of law.¹⁸

Interpretation of law is a special activity of state bodies, officials, public organizations and individual citizens aimed at determining the content of legal norms, explaining the content of the will of the state power expressed in them.¹⁹

We, summarizing the above points, believe that the interpretation of law is a manifestation of two interrelated aspects. It is in the unity of these two aspects that the process of interpreting the law is understood. Interpretation of law is one of the types of understanding and is a complex process of thinking, in which the understanding of the objective world serves to reveal its true picture.

Two aspects of the interpretation of law are: 1) the process of determining and explaining the meaning of law, that is, the process by which a person understands and learns the rule of law. In this case, the person has a first idea of the law, learns about it;

2) Explain the content of the rule of law. This is a special activity of the competent state bodies, officials and citizens aimed at expressing and explaining to other participants of legal relations the state will, embodied in the normative legal acts.²⁰. These two aspects are in line with the views of most legal scholars.²¹

The question of the extent to which laws should be interpreted has been the subject of controversy among legal scholars. All scholars support the idea that "all laws must be interpreted". But their views on interpretation are not always consistent.²²

In the recent past, it has been forbidden to interpret new rules, believing that only laws whose content is abstract should be interpreted.

According to Academician V.S.Nersesyants, it is not necessary to restrict interpretation unless a new rule is established by the commenting subject using commentary, unless it is changed or repealed. The content of the law must be understood before it can be formalized as a law, the content of the law, as well as the specific legal norm, must be determined before it can be applied.²³

We are acad. In agreement with V.S. Nersesyantsi, we believe that any norm can be interpreted unless a new norm emerges as a result of the interpretation, unless it is changed or supplemented.

The accumulated knowledge of the interpretation of law became the basis for the creation of the theory of interpretation of doctrines. The theory of interpretation of law is an intellectual process

that takes place through interpretation, the subject of the commentator reveals the essence of the norms of law on the basis of certain methods and rules of interpretation.

The theory of interpretation has gone through a number of stages during its development. According to E. Vrublevsky, the theory of static interpretation puts before law enforcement agencies the task of ensuring the stability of law. Proponents of the "dynamic interpretation" theory aim to ensure the viability of existing legal norms.

The interpretation of law has been studied independently in the scientific literature, revealing its importance in social life. The object of interpretation is the laws and regulations. The subject of interpretation is the order (will) of the legislator, which is reflected in the law and the normative legal acts.

The need to interpret the rule of law also stems from its external features. A legal norm is an order of the legislature aimed at regulating the behavior of legal entities, which is expressed in words. It is necessary to have special knowledge to correctly understand the words in the normative-legal documents.

Because different professions, different social strata of society have different life experiences and may have different understandings of the rules expressed in normative-legal documents. From this point of view, "the adoption of a new version of the law" On regulatory legal acts ", adopted ten years ago, today requires life itself."²⁴

The need to interpret legal norms also stems from the structural nature of legal norms. The norms of law regulate social relations in an interconnected way. The norms of law are logically interconnected, which constitutes the content of the norms of law. This relationship requires the comparison of the interpreted legal norms with other legal norms. The denial of this leads to a misunderstanding of the content of the legal norm being interpreted. The interdependence of legal norms varies.

Interpretation of legal norms is a type of thinking, through which the content of legal norms is revealed. Hence, interpretation is an indirect type of thinking related to language learning. Through interpretation, indirect knowledge is generated and the essence of legal norms is revealed. The interpreter uses the following knowledge in the interpretation of legal norms to understand the true content of legal norms: a) the language in which legal norms are expressed; b) the relationship of the interpreted norms with other norms, the legal system; c) creation of legal norms; d) conditions of application of legal norms. The nature of interpretation as a process of understanding is related to the nature of the object of understanding (the rule of law). Legal norms do not belong to any material objects.²⁵

The subjective nature of interpretation determines its creative nature. Interpretation is creative in nature, as it generates new knowledge and reflects the content of legal norms. Had it not been for the formation of new knowledge through interpretation, interpretation would not have had practical and theoretical significance.

Interpretation is based on specific documents that need to be legally resolved. Identifying social activities that require legal regulation is an extremely difficult practical task, and by doing so, it is possible to ensure the effectiveness of law enforcement.²⁶

The commentator will need to find answers to a variety of legal issues in order to legally address certain situations that need to be regulated. The answer to these questions is based on the content of the interpreted legal norms.

The importance of the concept of "interpretation" for the legal sciences is reflected in the disclosure of the essence of the elements of legal norms. Interpretation is the result of thinking activity. The interpretation reveals the meanings in the legal text and its individual words and phrases. The meaning of the legal norms in the grammatical text is expressed as a result of interpretation.

In general, interpretation is the comparison or comparison of opinions and considerations in a legal text. Another aspect of the concept of "interpretation" is defined by the phrase explaining the meaning of law. This phrase requires the existence of communicative, informational connections between the two subjects. However, in such an interpretation of the interpretation, the subject explaining the right will have to disclose the difference in expression expressed in formal, informal documents. The normative documents being interpreted do not fully reflect the opinion of its representative.

In our opinion, it is true that interpretation defines and explains the content of law. The view that interpretation only defines or explains the meaning of law is one-sided and does not reflect the multifaceted activity that reveals the content of legal norms.

Interpretation follows the emergence and development of all legal systems as a means of knowing and explaining the content of law. Like the essence of law, it also has a certain socio-political orientation. In a democratic society, the interpretation of law has served to ensure the correct and clear interpretation of legal norms.²⁷

The purpose of the interpretation is to express the expression of the legislature embodied in the rule of law, the notions and concepts that are considered to be related to this norm. The main task of the interpretation is to disclose the content of the provision set out in the legislation by the legislature.²⁸

Thus, the interpretation of law is an activity aimed at identifying and explaining the content, purpose, social function, practical significance of law.

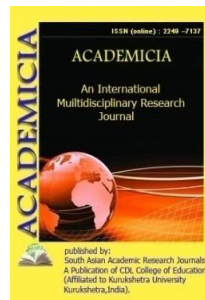
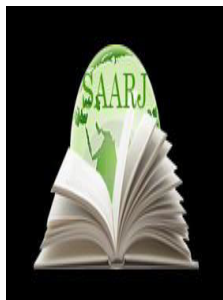
Summarizing the above, we can give the following definition: the interpretation of legal norms is a multifaceted and complex creative-analytical process aimed at understanding and explaining the content of the normative regulatory will of the subjects of law-making expressed in the legal norm.

REFERENCES:

1. Karang: Problems of the theory of state and law / Ed. S. S. Alekseeva. - M., Yurid. lit., 1987. -S. 394-395.
2. See Theory of State and Law. - T.: Academy of Internal Affairs of the Republic of Uzbekistan, 2009. - P.44. Hermes, according to ancient Greek mythology, is the name of a god who is entrusted with the task of explaining the divine instructions to man and being a mediator between God and man.

3. Karang: Ionin L.G. Understanding Sociology. - M., 1979; Kuznetsov V.G. Hermeneutics and humanitarian knowledge. - M., 1991; Suslov V.A. Hermeneutic aspect of legislative interpretation // Jurisprudence. - 1997. - No. 1; wa boshk.
4. Karang: A.I. Ovchinnikov Legal hermeneutics as legal thinking // Theory of law and state. – S.160; Suslov V.A. Hermeneutics of Law // Jurisprudence. - 2001. - No. 5. - P.5
5. 5. Karang: Gadamer H.G. Truth and Method: Fundamentals of Philosophical Hermenetics. - M., 1988 .-- p. 594.
6. Specified source. - P.312.
7. Karang: Problems of the General Theory of Law and State / Ed. V.S. Nersesyants. - M., 2008 .-- S. 444-445.
8. Karang: Khabibulina N.I. Political and legal problems of semiotic analysis of the language of law (Theoretical and methodological research) Author's abstract. dis. Doctor of Law - St. Petersburg, 2001. –S. 12; General theory of state and law. Academic course in 2 volumes / Ed. Prof. M.K. Marchenko. T.2. The theory of law. - M.: Zertsalo, 1998 .-- S. 323.
9. Karang: Michelle T. The problem of interpretation and the theory of the supremacy of the Constitution // Comparative constitutional review. - M., 2005. - No. 4. - P.171.
10. Karang: Michelle T. Realistic interpretation // Comparative constitutional review. - M., 2006. - No. 1. - P.136.
11. Nersesyants VS General theory of law and state. Textbook for law schools and faculties. - M .: Publishing group NORMA-INFRA-M, 1999. –S.493; Khabibulina N.I. Political and legal problems of semiotic analysis of the language of law (Theoretical and methodological research): Author's abstract. dis Doctor of Law. - St. Petersburg, 2001. –S. 12.
12. Asha Asar. - C. 493.
13. Theory of state and law. - T .: Academy of Internal Affairs of the Republic of Uzbekistan, 2009. - B. 425.
14. GS Tastanbekova. Interpretation of law. Study guide. - T .: Academy of Internal Affairs of the Republic of Uzbekistan, 2016. - B. 6-8.
15. Karang: Theory of Law and State / Ed. prof. V.V. Lazareva. - M .: Law and Law, 1996 .-- P. 202.
16. See: Saidov A., Tozhikhonov U. Theory of law. - T .: Academy of Internal Affairs of the Republic of Uzbekistan, 2001. - B. 220.
17. See: Islamov ZM Society. State. Right. □ T .: Adolat, 2001. - P.595.
18. See: Islamov ZM Theory of state and law. □ T., 2007. - B. 682.
19. See Theory of State and Law. - T .: Academy of Internal Affairs of the Republic of Uzbekistan, 2009. - B. 425.
20. See Theory of State and Law. - T .: Academy of Internal Affairs of the Republic of Uzbekistan, 2009. - B. 424-425.

21. Karang: Sirozhov G. Interpretation by the Constitutional Court of the Republic of Uzbekistan of the Constitution and Laws: Concept, Purpose, Necessity // TDYuI Akhborotnomasi. - 2007. - No. 6. - P.14-17.
22. GS Tastanbekova. Interpretation of law. Study guide. - T.: Academy of Internal Affairs of the Republic of Uzbekistan, 2016. - B. 9-10 ..
23. Problems of the general theory of law and state. - M.: NORMA-INFRA, 2008.-- P.444.
24. Karimov IA The concept of further deepening democratic reforms and development of civil society in our country. - T.: Uzbekistan, 2010. - P.24.
25. General theory of state and law. Academic course in 2 volumes / Ed. Prof. M.K. Marchenko. T.2. The theory of law. - M.: Zertsalo, 1998.-- S. 324.
26. Karang: Theory of Law and State / Ed. prof. V.V. Lazareva. - M.: Law and Law, 1996.-- S. 113.
27. Saidov A., Tozhikhonov U. State and legal theory. 2 years. Theory of law. - T.: Academy of Internal Affairs of the Republic of Uzbekistan, 2001. - B. 221.
28. See Theory of State and Law. - T.: Academy of Internal Affairs of the Republic of Uzbekistan, 2009. - P.426.



DOI: **10.5958/2249-7137.2021.01824.3**

THE CULTURAL ASPECT OF THE TEXT OF THE WORK "KUTADGU BILIG"

Isaeva Shoir Maxamadovna*

*Independent Applicant,
UzDJTU, UZBEKISTAN
Email id: shoiraisaeva14@gmail.com

ABSTRACT

This article examines a cultural perspective on the work of Yusuf khos Hajib "Kutadgu Bilig". We consider a fictional text as an accumulator of information about history, culture, and ethnography. The fictional text reflects the national culture, national mentality, and spiritual wealth of the nation. The classical definition of the text, from a linguistic point of view, is proposed by I.R. Galperin [2, 144], who defines a text as a piece of written speech, as "a message objectified in the form of a written document, literary processed in accordance with the type of this document, consisting of a number of special unities united by different types of lexical, grammatical and logical connections, and having a certain modal character and a pragmatic attitude".

KEYWORDS: *Literary Text, Culture, Work, Picture of the World, Poem, Research.*

INTRODUCTION

In the process of our research, it is extremely important to determine the status of the text, since it becomes the object of attention in a specific case, and the question arises of what a text is and what are its components. Like any object of research, the text is understood and defined in different ways by such researchers as I.V. Arnold, A.A. Brudny, I.R. Halperin, K.A. Dolinin, V.V. Krasnykh, V.A. Kukhareno, Yu.M. Lotman, A.I. Novikov, T. M. Nikolaeva, L.O. Cherneyko [1, 416] and others. The classical definition of the text, from a linguistic point of view, is proposed by I.R. Galperin [2, 144], who defines a text as a piece of written speech, as "a message objectified in the form of a written document, literary processed in accordance with the type of this document, consisting of a number of special unities united by different types of lexical, grammatical and logical connections, and having a certain modal character and a pragmatic attitude".

We should emphasize that a literary and artistic text, is intended not only for transmission but also for storing information, is an internally connected, complete whole with ideological and artistic unity [3].

Therefore, we can characterize a literary text in linguistic classifications as a complex or complex text, a work of an artistic style, a prepared, holistic, and coherent text. In connection with the above, let us consider the work "Kutadgu Bilig".

There are three lists of "Kutadgu Bilig" that have come down to us and were named according to their location and storage: Cairo, Namangan (Tashkent), and Vienna (Hera), between which there are some discrepancies in lexical composition, grammar, graphic design, volume. Discrepancies in volume can be explained by the fact that large fragments of the lists were lost or the scribe missed some paragraphs, individual verses, or several verses. The main text of the work was written in Balasagun, and when Yusuf khos Hajib reached Kashgar, he inserted certain fragments, adapting them to local conditions. As noted by A.A. Valitov, the changes in the text were made by the author, since no one else could have altered the poems in such a way in the process of rewriting, since the author's style is preserved and the rhyme and meter are not violated [4, 11].

Turkish scientist R.R. Arat [5, 656] translated the work of Yusuf khos Hajib into Turkish and published it. Based on the critical text of R.R. Arata, S.I. Ivanov [6, 558] translated the work into Russian, titling it as "Graceful Word". In 1971 K. Karimov [7, 956] also based on the text of R.R. Arata published a work "Kutadgu Bilig" entitled "Knowledge that travels to happiness" in transcription based on the phonetics of the Uzbek literary language and translated into Uzbek. As mentioned above, we have taken Karimov's translation as a source in the analysis of universal and nationally marked lexemes in English and Russian translations. R. Dankoff published the Wisdom of Royal Glory in 1983 based on the text of R. R. Arat.

It should be noted that many articles in different languages are devoted to the work "Kutadgu Bilig" by Yusuf khos Hajib, and each researcher analyzes different aspects of this work.

"Kutadgu Bilig" is an epic work of a didactic nature. The ethical and didactic work of Yusuf Balasaguni "Kutadgu Bilig" examines all aspects of the life and work of an ideal ruler and his officials. Didactic teachings and advice expressed in accordance with the teachings of the Muslim religion are accompanied by information from various fields of science: mathematics, astronomy, philosophy, medicine, hygiene. This direction of the work is quite consistent with that time and that ideology, since, being devout Muslims, the Karakhanids could accept such a work that contains thoughts that to some extent idealize the Turkic dynasty and are useful for it, which acted as the ruler of Maverannahr.

Researchers [8, 13] note that the work "Kutadgu Bilig" is written with a meter (three feet) in the form of couplets, ie verses, each of which consists of two hemistich rhyming with each other (byte). The "Kutadgu Bilig" contains 6645 bytes in the main part and 77 in the verse preface. The composition of the work includes prose and verse prefaces, as well as 85 chapters of various lengths and conclusions. The prosaic foreword ("Bismillahi-R-Rahmani-R-Raqim" - "In the name of Allah, the merciful, the merciful") and the verse foreword include praises of Allah and the Prophet Muhammad, which is a tradition for medieval Muslim literature and contains references to the author and about the characters in the book. The plot begins with chapter 12. Prior to this, the first four chapters are devoted to religious praises, the fifth chapter provides a

description of the signs of the zodiac, the subsequent chapters - from the sixth to the eleventh - are an introduction to the main content of the work, which gives preference to comprehensive knowledge and teachings, good deeds and the ability to correctly express one's own thoughts. In the conclusion of his work, Yusuf khos Hajib regrets the past youth, the deeds done, reflects on the coming old age, the irreversibility of death speaks of the uselessness of wealth, the viciousness of times, and the cruelty of friends and gives wise advice to readers.

We should note that the work "Kutadgu Bilig" has a simple plot, which includes conversations of four main characters - Ogdurmysh, Aytolda, Kyuntogdy, Ogdyulmish. Such a compositional construction of the work is traditional for medieval educational, didactic literature, the purpose of which is to educate the younger generation by demonstrating the ideal, "commendable way of behavior" inherited from their ancestors. The culture of morality includes the development of a code of secular standards of conduct for judges, ministers, teachers, and officials. A specific feature of the work "Kutadgu Bilig" is the presence in of a significant number of dialogues and letters to each other.

As A.A. rightly notes Valitova [8, 13], "the dialogical construction of the poem associated with the literary form of verbiage" (a poetic genre of the Middle East, in which there is a disagreement between opponents, where everyone argues about his superiority), but also originates from the folklore Turkic tradition. Yusuf khos Hajib in his work uses such a poetic meter as aruz, and such a poetic form of presentation as mesnevi.

It is necessary to pay attention to the fact that in his work Yusuf khos Hajib uses stylistic devices such as metaphor, personification, epithet, comparison, allegory, antithesis; pun intended to impart imagery, expressiveness, and grace to speech, to convey a picture of the inner world of characters. In this connection, despite the fact that "Kutadgu Bilig" is a didactic work, it is characterized by high aesthetics and imagery. There are prosaic passages in the work, for example, Ogdurmysh's story about his dream and 398-404 bytes of the eleventh chapter.

For a full-fledged perception of the idea of a work of art, laid down by the author, it is necessary to understand not only the explicitly expressed information but also implicit, hidden, allowing a deeper understanding of the work, which is typical for the thinking of the Turkic peoples in general. This circumstance acquires great significance when transferring a text into another language when the translator must translate not only some events, actions, phenomena, but also convey the "spirit" of the original, the way of presenting a veiled thought. Here are some examples of translations from the work of Yusuf khos Hajib "Kutadgu Bilig".

Now I have seen you, Full Moon, and am pleased with your appearance and manner. Serve me now with timely loyalty. Be ahead in your service and be near me. Let reward from me and the service from you be forthcoming, for where the service is, there Fortune opens her gate. So begrudge not your services from this day forth: a prince will require his servants their due [9]. Full Moon kissed the ground and said: When the king's eye brightens, Fortune bestows a hand.

Beloved to my soul, - said elik, - / your temper, Aytoldy, and your beautiful face. / be faithful and devoted, and in good service / May, you are a close servant to me. / In your service - and my kindness: / For the diligent, happiness will open the gates! / From now on, serve me with faith and truth: / Beck is merciful to the servants who do not know lies! "[6, 560]

Elig said: I told you, I saw you, / Your beauty and demeanor fascinated me, / Serve yourself in time and with sincerity, / Be a pioneer at my door, be close to me. / May I be rewarded, may you be my service, / If service is permissible, then the door of happiness will open. / From this day on, do not deviate, serve, / If the service absorbs, the beg fulfills the right of the servant. / Look, Aitildi kissed the ground and said: Elig / If the light shines with his eyes.[7, 956].

In this work, the universal lexeme "baxt", "davlat" is translated into in English, depending on the context, as "happiness", "power", in the English version of the text - fortune, (lit. luck).

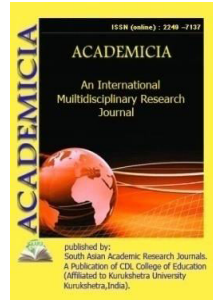
Besides the different understanding and translation of the lexemes "baxt", "davlat" - "fortune" - "happiness", "power", pay attention to the translation of other lexemes, in particular, in the construction: And I am pleased with your appearance and your manner (lit.: happy with your appearance and your manners). - Beloved to my soul, - said Elik, - Your temper, Aytoldy, and your beautiful face. - Your beauty and demeanor fascinated me (literally: your beauty and demeanor fascinated me). - Lexemes fascinated - kind - please has different semantic content and emotionally expressive expressiveness. Each translator is Robert Mankoff, S.N. Ivanov, as fragments of the translations of the text of Yusuf khos Hadjib show, put his own life experience and stereotypes existing in his ethnic society under the present, modern time (XX century) into the translation.

Therefore, a text can be viewed from a linguistic point of view, at the same time it is constructed in compliance with all grammatical rules, the text can be considered as a subjective reflection of the objective world, and at the same time, it appears as an individual linguistic picture of the world. The aesthetic assimilation of reality as a reflection of the worldview of an individual writer began to be understood and interpreted as an individual, poetic picture of the world.

REFERENCES

1. Arnold I.V. Fundamentals of Scientific Research in Linguistics. - M.: Higher school, 1991. - 140 p.; V.V. Krasnykh Ethnopsycholinguistics and cultural linguistics: A course of lectures. - M.: ITDGK "Gnosis", 2002. - 284 p.; Brudny A.A. Psychological hermeneutics. - M.: Labyrinth, 2005. - 336s.; Galperin I.R. Text as an object of linguistic research. - M.: URSS, 2007. -- 148 p.; N.S. Novikova, N.V. Cheremisina Picture of the world and many things in language and poetic text // Russian literature. - 2000. - No. 1. - 286; Lotman Yu.M. What people learn: articles and notes? - M.: Rudomino Book Center, 2010. -- 416 p.
2. Galperin I.R. Text as an object of linguistic research. - M., 2020. -- 144 p.
3. Arnold I.V. Fundamentals of Scientific Research in Linguistics. - M.: Flinta, 2018.
4. Valitova AA Yusuf Balasagunsky and his Kutadgu bilik: Author's abstract. diss.... Cand. philol. sciences. - M., 1951. - S. 11.
5. Arat R.R. Kutadgu Bilig. – Ankara: Türk Dil Kurumu, 1979. – T.1. – 656 s.
6. Yusuf Balasagunsky. Graceful knowledge / Per. C.N. Ivanova. - L.: Nauka, 1983. -- S. 558.
7. Yusuf Hos Hadjib. Kutadgu Bilig. Saodatga yolovchi bilim // Перевод Қ. Karimova. - Tashkent: Fan, 1971. - 956 p.

8. Valitova A.A. On some poetic features of "Kutadgu Bilig" // XXV International Congress of Orientalists. Reports of the USSR delegation, August 9-16, 1960: Abstracts. - M.: Publishing house of the East. lit., 1960. -- p. 13.
9. Yusuf Khass Hajib. Wisdom of Royal Glory // Translated, with an Introduction and Notes, by Robert Dankoff. Chicago and London. The University of Chicago Press, 1983.
10. Yusuf Hashajib Balasaguni. Blessed knowledge // Translated by S.N. Ivanova. - M.: Nauka, 1983. -- 560 p.



DOI: **10.5958/2249-7137.2021.01825.5**

CHARACTERISTICS OF THE STUDY GROUP AND DYNAMICS OF PATHOGENETIC MARKERS ON THE BACKGROUND OF DIFFERENT ANTI-COAGULATION MODES

Nodirbek Yakubov Ilkhomjon Ogli*; **Dilfuzahon Mamarasulova Zakirjanovna****;
Natalia Dadamyants Gamletovna***; **Anvar Dalimov Arabboyevich******

*Assistant,
Department of Oncology and Medical Radiology,
Andijan State Medical Institute, Andijan,
UZBEKISTAN

**Md, Associate Professor,
Head of The Department of Oncology and Medical Radiology,
Andijan State Medical Institute, Andijan,
UZBEKISTAN

***Ph.D., Senior Researcher,
Republican Scientific Center for Emergency Medical Aid,
Head of Department of Ultrasound Diagnostics,
Tashkent, UZBEKISTAN

****Doctor,
Andijan branch of the Republican Specialized Medical center for Emergency care,
UZBEKISTAN

ABSTRACT

The efficacy of three modes of anticoagulant therapy (direct oral anticoagulant, hepatic heparinized, non-fractionated heparinized) was studied. It was found that with a comparable anti-inflammatory effect of standard therapy with the inclusion of an anticoagulant, low molecular weight heparin significantly more pronouncedly reduces the concentration of the thrombus formation marker D dimer in the peripheral blood; All studied anticoagulation regimens significantly reduce the risk of thrombosis of the PA branches, with a more pronounced effect of low-molecular-weight heparin established; markers of resistance to anticoagulant therapy were found in patients with COVID-19 against the background of type 2 diabetes:

hyperglycemia, greater volume of pulmonary parenchymal lesions, and pancreatic dilatation.

KEYWORDS: *Hyperglycemia, Non-Fractionated, Anticoagulation, Molecular*

INTRODUCTION

The mechanisms involved in the development of immunothrombosis are supported by angiotensin receptor-mediated damage to the alveolar and vascular endothelium. Violation of the structural and functional state of the endothelium is associated with contact damage by neutrophilic extracellular fibers and polyphosphates of microorganisms that activate platelets, plasma cells and factor XII. Other mechanisms involved are systemic activation of complement (both alternative and lectin pathways) and pathogen-associated molecular pattern [7,11]. These changes are accompanied by the hypofibrinolytic status of the alveolar space, which is associated with an increase in the release of the concentration of the plasminogen activator inhibitor by the pulmonary epithelium and endothelial cells. Activation of endothelial cells triggered by the pro-inflammatory cytokines IL-1, IL-6 and hypoxia due to ARDS. Endothelial dysfunction plays an important role in coagulopathy associated with COVID-19, due to an increase in the expression of tissue factor by immune cells and a displacement of the coagulation cascade towards hypercoagulability [1,4]. The cytokine storm induced by SARS-CoV2 infection also stimulates the activation of the coagulation cascade by overexpression of the proinflammatory cytokines IL-1beta and IL-6 [8]. The fibrinolytic system is inhibited by the same immune-mediated mechanisms that activate the coagulation cascade. Platelets are activated by pro-inflammatory cytokines and altered endothelial cells. Endothelial dysfunction associated with inflammation is subsequently exacerbated by activated platelets [6,3].

MATERIALS AND METHODS

During the second phase of the study, 302 patients with moderate, severe and extremely severe forms of COVID-19 with background type 2 diabetes, which have a high risk of thrombosis of the branches of the pulmonary artery, according to the algorithm developed during the first stage of the study. All patients were randomly assigned to 3 groups depending on the anticoagulant therapy regimen. The initial examination, carried out upon admission of patients to the infectious diseases hospital, did not reveal any differences between the groups in terms of the level of glycemia, the concentration of pro-inflammatory markers and a marker of thrombus formation (Table 1). All these parameters significantly exceeded the values typical for healthy individuals ($p < 0.001$ significant difference from CG for all laboratory markers).

RESULTS AND DISCUSSION

All patients as anticoagulant therapy in the treatment regimen included injection low molecular weight heparin (LMWH) in a dose of 0.6 ml once a day, during the first five days of hospitalization. Also, all patients took the antiplatelet agent Dipyridamole 50 mg per day in two doses and the recommended therapy for COVID-19. During the study, the groups were compared in terms of the concentration of markers of systemic inflammation and thrombus formation and the results of echocardiography. During this stage of the study, a risk scale for thrombotic complications of SARS-CoV2 in patients with type 2 diabetes was developed.

TABLE 1 PATIENTS INCLUDED IN THE FIRST STAGE OF THE STUDY

Indicators	Group T + (n = 45)	Group T- (n = 45)	Significant difference between groups
Age, years	55,78±2,85	56,91±2,89	Week
Men (%)	32 (71,11%)	22 (48,89%)	Chi square =4,68*
Volume of lung damage, %	50,48±3,01	50,16±3,01	Week
Disease severity (moderate / severe / extremely severe)	13/20/13	12/21/13	Week
Oxygen saturation of peripheral blood on admission, %	86,12±2,16	88,24±3,12	Week
Duration of type 2 diabetes, years	6,52±0,96	7,01±0,88	Week
Insulin-required state, (%)	18 (40%)	15 (33,33%)	Week
HT, (%)	39 (86,67%)	41 (91,11%)	Week
IHD, (%)	16 (35,56%)	15 (33,33%)	Week
PICS, (%)	8 (17,78%)	10 (22,22%)	Week
Stroke, (%)	3 (6,67%)	2 (4,44%)	Week
CHF III-IV, (%)	12 (26,67%)	11 (24,44%)	Week
CKD C3-4, (%)	7 (15,56%)	5 (11,11%)	Week

TABLE 2 LABORATORY PATHOGENETIC MARKERS IN PATIENTS WITH COVID-19 WITH A HIGH RISK OF THROMBOSIS OF THE BRANCHES OF THE PA ON THE BACKGROUND OF TYPE 2 DIABETES

Indicator	Group R (n=102)	Group H (n=100)	Group LMWH(n=100)	Control group(n=20)
Fibrinogen, g / L	9,03±0,06	8,88±0,07	8,86±0,07	3,11±0,13***
Glucose, mmol / L	10,31±0,30	10,04±0,30	9,81±0,30	5,26±0,14***
MSCT, %	55,82±1,96	53,09±2,00	51,09±1,99	
d dimer, mg / L	4,73±0,21	4,73±0,22	4,70±0,22	0,32±0,03***
Ferritin, ng / ml	1072,44±50,70	1099,11±53,64	1089,44±56,81	73,95±6,15***
IL-6, pg / ml	70,07±3,85	78,90±4,13	81,80±4,14	4,65±0,41***
CRP, mg / L	50,03±1,51	52,07±1,53	52,74±1,49	3,05±0,46***

Note: the reliability of the difference between the groups of patients with COVID-19 + T2DM is unreliable, * - the reliability of the difference between the CG and all patients with COVID-19 + T2DM: three signs - $p < 0.001$.

EchoCG study revealed in patients with COVID-19 with a high risk of thrombosis of the branches of the PA on the background of type 2 diabetes compared with CG, a significant increase in the diameters of the left chambers of the heart: LV ($p < 0.05$) and LA ($p < 0, 05$) with comparable LV systolic function (Table 2). LVMI was significantly increased in the group of patients compared with CG ($p < 0.001$), confirming its role as a prognostic marker of the risk of

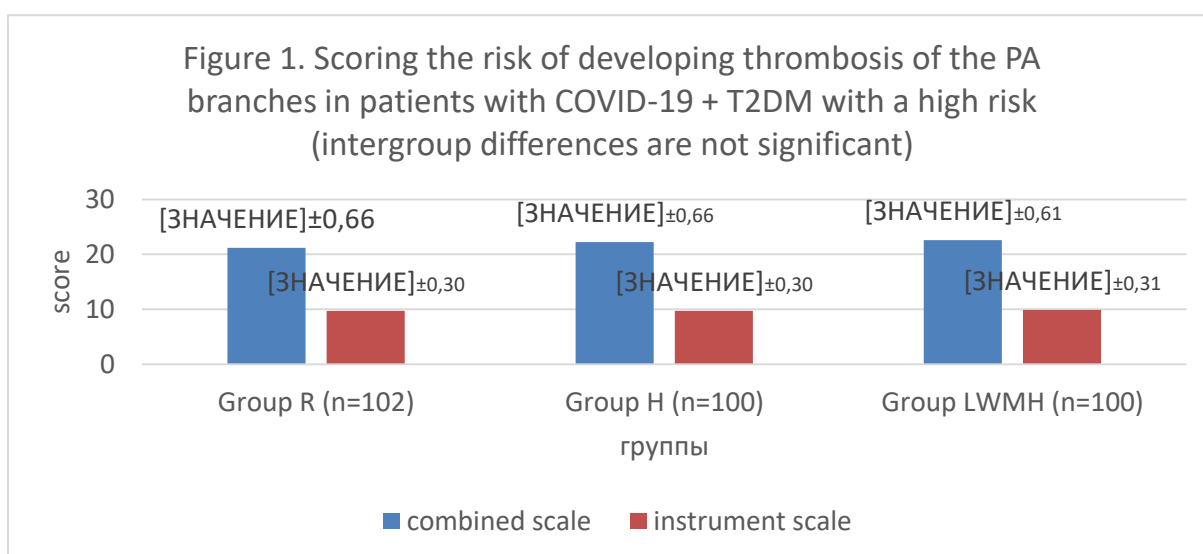
thrombosis (described in Chapter 3). and pancreas ($p < 0.001$). The CPR of PA in patients was significantly higher than in the CG ($p < 0.001$), which was accompanied by an increase in the diameter of the pancreas ($p < 0.001$). Echocardiography was comparable in all three groups of patients.

TABLE 3 ECHOCG INDICATORS IN PATIENTS WITH COVID-19 WITH A HIGH RISK OF THROMBOSIS OF THE BRANCHES OF THE PA ON THE BACKGROUND OF TYPE 2 DIABETES

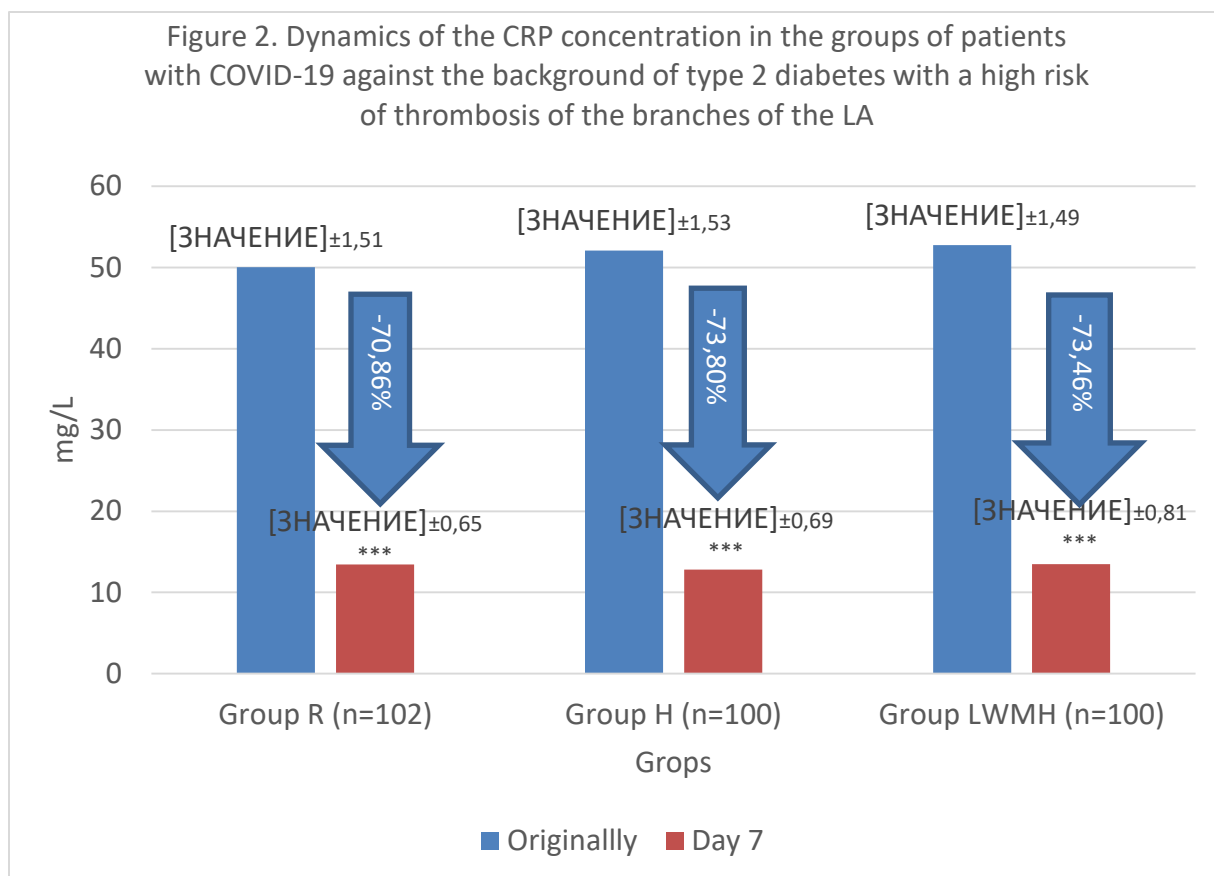
Indicator	Group R (n=102)	Group H (n=100)	Group LMWH (n=100)	Control group(n=20)
LVED, mm	52,87±0,51	51,82±0,53	51,58±0,52	49,15±1,05*
LV mass index, g/m ²	102,90±1,44	103,89±1,53	104,32±1,51	88,15±2,50***
LV EF, %	62,87±0,51	61,82±0,53	61,58±0,52	62,80±1,07
Atrium, mm	37,41±0,42	37,01±0,42	37,03±0,41	34,20±1,05*
Venticle, mm	33,84±0,72	32,40±0,78	31,78±0,77	22,00±0,94***
mPAP, mm Hg	20,05±0,54	19,97±0,55	19,79±0,54	13,35±0,73***
Instrumental scale of risk assessment, score	9,69±0,30	9,72±0,30	9,90±0,31	
Combined risk assessment scale, score	21,19±0,66	22,20±0,66	22,57±0,61	

Note: the reliability of the difference between the groups of patients with COVID-19 + T2DM is unreliable, * - the reliability of the difference between the CG and all patients with COVID-19 + T2DM. One sign - $p < 0.05$, three signs - $p < 0.001$.

The score for the risk of thrombosis of the PA branches was also comparable in the comparison groups (Fig. 1) according to the combined and instrumental scales.

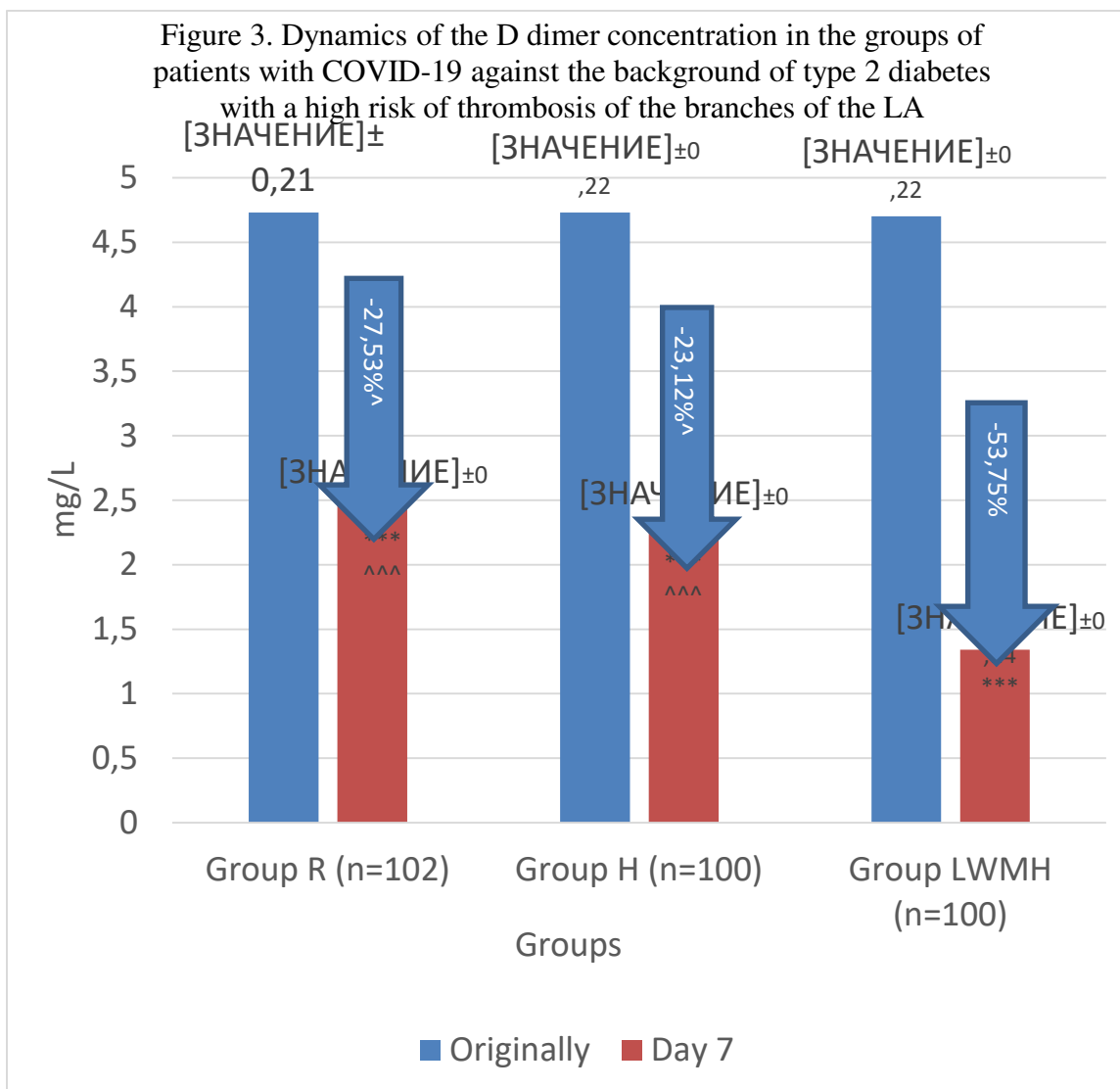


By the 7-10th day of hospitalization, a control check of the D-dimer concentration was carried out to assess the anticoagulant effect of therapy and CRP to assess the dynamics of the activity of systemic inflammation. It was revealed that in all three groups there was a significant comparable decrease in the concentration of CRP (Fig. 2). In general, the concentration of CRP decreased by 72.69% (from 51.60 ± 0.87 mg / l to 13.24 ± 0.41 mg / l, the reliability of the difference in data over time - $p < 0.001$).



Note: * - reliability of the difference in indicators in dynamics. Three signs - $p < 0.001$.

Analysis of the dynamics of the concentration of D-dimer in peripheral blood showed (Fig. 3) that although in all three therapeutic groups there was a significant decrease in the concentration of D-dimer (on average for all groups by 34, 75%, reliability with the initial data - $p < 0.001$), the effect of LMWH significantly exceeded the effect of H and R (reliability of the difference in the relative dynamics in between the LMWH and R groups and the LMWH and H groups - $p < 0.05$, the differences in the relative dynamics between the R groups and D are unreliable). As a result, at comparable initial concentrations of D dimer, by the 7th day of hospitalization in the LMWH group, a significantly lower concentration of the marker was achieved compared to groups D ($p < 0.001$) and P ($p < 0.001$). In groups D and R, the achieved concentration of D dimer was comparable.



Note: * - reliability of the difference in indicators in dynamics, ^ - reliability of the difference with the LMWH group. Three signs - $p < 0.001$.

Thus, the study revealed significant anticoagulant efficacy of all compared treatment regimens, with a significant advantage of LMWH over H and R both in absolute and relative dynamics.

CONCLUSIONS

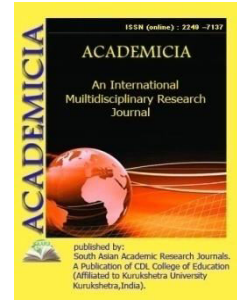
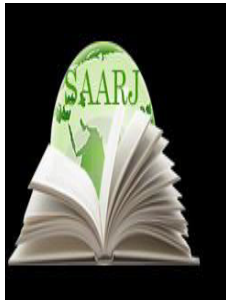
Patients with insufficient sensitivity to anticoagulant therapy have a higher level of glycemia (10.33 ± 0.24 mmol / L versus 9.65 ± 0.24 mmol / L, $p < 0.05$), a large volume of lesions of the pulmonary parenchyma ($55.31 \pm 1.59\%$ versus $50.50 \pm 1.60\%$, $p < 0.05$) and a large diastolic diameter of the pancreas (33.45 ± 0.56 mm versus 31.56 ± 0.70 mm, $p < 0.05$).

The use of the developed diagnostic algorithm based on the concentration of CRP and a point risk assessment according to the instrumental scale makes it possible with a sensitivity of more than 90% to predict the development of thrombotic complications in patients with COVID-19 against the background of type 2 diabetes and to minimize the number of diagnostic procedures,

including including avoiding ultrasound examination in 46.67% of patients.

REFERENCES

1. Grillet F, Behr J, Calame P, et al. Acute pulmonary embolism associated with COVID-19 pneumonia detected by pulmonary CT angiography. //Radiology.- 2020 .
2. Lodigiani C, Iapichino G, Carenzo L, et al. Venous and arterial thromboembolic complications in COVID-19 patients admitted to an academic hospital in Milan, Italy.// Thromb Res -2020.-191.-9–14.
3. Ren B, Yan F, Deng Z, et al. Extremely high incidence of lower extremity deep venous thrombosis in 48 patients with severe COVID-19 in Wuhan. //Circulation .-2020.-142(2).-181–183.
4. Richardson S, Hirsch JS, Narasimhan M, Crawford JM, et al. Presenting characteristics, comorbidities, and outcomes among 5700 patients hospitalized With COVID-19 in the New York City area.// JAMA. -2020.-323(20).-2052-2059.
5. Righini M, Van Es J, Den Exter PL, et al. Age-adjusted D-dimer cutoff levels to rule out pulmonary embolism: the ADJUST-PE study. //JAMA.- 2014.-311(11).-1117–1124
6. Ucciferri C, Auricchio A, Di Nicola M, Potere N, et al. Canakinumab in a subgroup of patients with COVID-19.// Lancet Rheumatol.- 2020.
7. Valle C, Bonaffini PA, Dal Corso M, et al. Pulmonary embolism and COVID-19, an unexpected association: experience from two centers in the core of the infection Italian peak. SSRN 3588533
8. Wysocki J, Ye M, Soler MJ, et al. ACE and ACE2 activity in diabetic mice.// Diabetes.- 2006.-55(7).-2132-2139.
9. Xu Z, Shi L, Wang Y, et al. Pathological findings of COVID-19 associated with acute respiratory distress syndrome.// Lancet Respir Med.- 2020.-8(4).-420-422.
10. Yang X, Yu Y, Xu J, et al. Clinical course and outcomes of critically ill patients with SARS-CoV-2 pneumonia in Wuhan, China: a single-centered, retrospective, observational study.// Lancet Respir Med. – 2020.-8(5).-475-481.
11. Zhai Z, Li C, Chen Y, Gerotziafas G, et al. Prevention and treatment of venous thromboembolism associated with coronavirus disease 2019 infection: a consensus statement before guidelines. //Thromb Haemost. -2020.-120(06). -937–948.
12. Zhang J-J, Dong X, Cao Y-Y, et al. Clinical characteristics of 140 patients infected with SARS-CoV-2 in Wuhan, China. //Allergy.- 2020.-75(7).-1730-1741



DOI: **10.5958/2249-7137.2021.01826.7**

DETERMINATION OF GRAVITY RESISTANCE OF THE PAWL STRUCTURE DEVICE BETWEEN COTTON ROWS IN ONE PASS OF THE AGGREGATE

Abdusalim Tokhtakuziev*; Akram Azamat ogli Juraev**

*Professor,
Doctor of Technical Sciences,
Scientific Research Institute of Agricultural Mechanization
UZBEKISTAN

**Basic Doctoral Student,
Tashkent Institute of Irrigation and Agricultural Mechanization Engineers of the Bukhara branch,
UZBEKISTAN

ABSTRACT

The article describes the results of theoretical research to determine the traction resistance of the device, which forms a longitudinal pawl between cotton rows in one pass of the unit. This leads to a relative decrease in productivity due to high energy and resource consumption in the process of pawl formation between rows and additional density between rows. Typically, the work performed during the sowing and cotton growing periods is almost the same in all regions, differing only in the reclamation condition of the soil, mainly in the preparation of land for planting and irrigation of cotton, the number of irrigations of cotton. The two sides of the pawl are sanded and compacted using skies 6 to prevent the soil on both sides of the pawl being formed from flowing and invading the cotton.

KEYWORDS: Pawl, Mechanization, Aggregate, Energy Saving, Frame, Overturned Surface Working Body, Protective Sheath, Grinding-Compacting Ski, Productivity.

INTRODUCTION

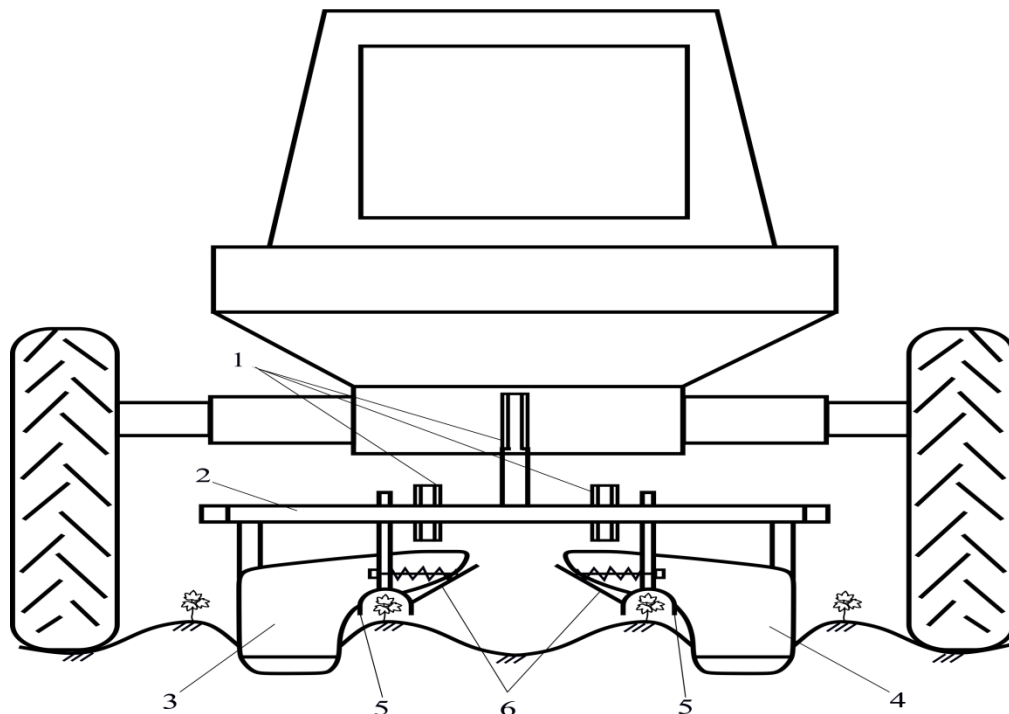
Irrigated lands in the cotton-growing regions of the country are divided into three zones according to natural-climatic and soil conditions, mechanical composition of the soil, technology of its cultivation and types of machines used, agro-technical requirements to them. Typically, the work performed during the sowing and cotton growing periods is almost the same in all regions,

differing only in the reclamation condition of the soil, mainly in the preparation of land for planting and irrigation of cotton, the number of irrigations of cotton [1]. For example, in the cotton-growing areas of the third zone, during the cotton-growing period, preparatory work is carried out on the irrigated areas before the first irrigation, longitudinal and transverse pawls are formed between the rows due to the slope of the field and its relative unevenness [2].

Today, the formation of the longitudinal pawl between the rows of cotton is carried out in two passes of the unit by means of overturning working bodies. This leads to a relative decrease in productivity due to high energy and resource consumption in the process of pawl formation between rows and additional density between rows. As a solution to the above problem, a device consisting of inverting working bodies that form a longitudinal between cotton rows in one pass of the aggregate was developed (Pic. 1). The frame 2, equipped with a tie device 1, and the right 3 and left 4 overturning working bodies and cotton sheets, which protect the seedlings from being buried by a pile of soil thrown from the overturning surface, and the skis, which grind and compact both sides of the pawl 6 composed of [3].

When the device moves along the furrow with the help of a tractor, the soil on the two side furrows is lifted up along the right 3 and left 4 rolling surface working bodies and the cotton seedlings are lifted over the sheath 5 protecting the soil from the rolling surface and rolled to the middle furrow. The two sides of the pawl are sanded and compacted using skis 6 to prevent the soil on both sides of the pawl being formed from flowing and invading the cotton.

This paper presents the results of theoretical research to determine the gravitational resistance of a longitudinal pawl-forming device between cotton rows.



1 -tie device, 2- frames, 3, 4- right and left overturning surface working bodies, 5- protective sheaths, 6-grinding-compacting skis

Picture 1. General scheme of the device that forms a longitudinal pawl between cotton rows

The gravitational resistance of the device can be summarized as follows

$$R = R_1 + R_2, \quad (1)$$

where R is the total gravitational resistance of the device, N;

R_1 - traction resistance of the surface of the device, N;

R_2 - traction resistance of the device grinding-compaction skis, N.

Expressing R_1 and R_2 in (1) by the physical and mechanical properties of the soil and the parameters of the device, we obtain the following final result

$$\begin{aligned}
 R = & 2 \left\{ T t_T \frac{B}{\sin \gamma} + \left\{ \left[(B_M - 2\Delta)^2 - B_n^2 \right] t g \psi_{\varepsilon} - h_3 \left[\frac{B_M}{\pi} \sin \frac{2\pi\Delta}{B_M} + (B_M - 2\Delta) \right] \right\} \times \right. \\
 & \times \left\{ \frac{\tau_c}{2 \cos \frac{1}{2}(\alpha + \varphi_1 + \varphi_2)} \left[\sin \frac{1}{2}(\alpha + \varphi_1 + \varphi_2) + f \cos \frac{1}{2}(\alpha - \varphi_1 - \varphi_2) \cos \alpha \right] + \right. \\
 & \left. \left. + \rho \left[\frac{g c \cos^2 \alpha \sin(\alpha_1 + \varphi_1)}{2 \sin \gamma \cos \varphi_1} + V^2 \frac{\sin \alpha \sin \gamma \sin(\alpha_1 + \varphi_1)}{\cos \varphi_1} \right] \right\} + f \rho g l_o \right\} + \\
 & + \left\{ \frac{2 B_q h_o^2 q_o [1 + \kappa_v v(\cos \beta - \sin \beta t g \varphi_1) \sin \beta] \times \sin(\beta + \varphi_1)}{\sin 2\beta \cos \varphi_1} \right\}. \quad (2)
 \end{aligned}$$

where T -is the hardness of the soil, Pa;

t_T -thickness of lemex blade, m;

B -coverage of working bodies with a rolling surface, m;

γ -fixing corner of overturned surface working body lemex relatively to furrow wall, degree;

α -fixing corner of overturned surface working body lemex relatively to furrow root, degree;

B_M -width between cotton rows, m;

Δ -width of the protection zone of cotton rows, m;

ψ_{ε} -lateral fracture angle of the soil, degrees;

φ_1 -a worker of the working body lemex with a rolling surface of the soil angle of friction to the surface, degrees;

h_3 -deepness of furrow between cotton rows, m;

φ_2 -angle of friction of soil with soil, degree;

f -coefficient of friction of the soil on the working surface of the lemex;

τ_c -specific resistance of soil to displacement, Pa;

ρ -soil density, kg/m³;

c -length of the working surface of the lemexi of the overturning working body, m;

$\alpha_I = \arctg(tg\alpha \sin\gamma)$, degree;

l_o -length of the working surface of the overturner, m;

V -is the speed of movement of the device m/s;

B_q -width of the device grinding - compaction skis, m;

h_o -depth of immersion of grinding-compaction skis on the slopes of the floor, m;

q_o -coefficient of static volume compaction of soil, N/m³;

κ_v -coefficient of proportionality, s/m.

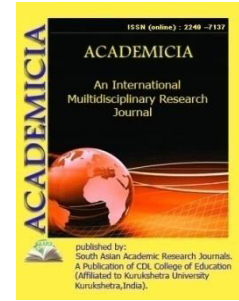
$T=1,2 \cdot 10^6$ Pa, $t_i=0,001$ m, $B=0,26$ m, $\gamma=55^\circ$, $B_M=0,6$ m, $\Delta=0,1$ m, $\psi_\varepsilon=60^\circ$, $h_3=0,1$ m, $\tau_c=2 \cdot 10^4$ Pa, $\alpha=30^\circ$, $\varphi_1=30^\circ$, $\varphi_2=40^\circ$, $f=0,57$, $\rho=1300$ kg/m³, $c=0,15$ m, $g=9,81$ m/s², $l_o=0,8$ m, $B_q=0,3$ m, $h_o=0,03$ m, $q_o=3 \cdot 10^6$ N/m³, $\kappa_v=0,1$ s/m, the calculations performed by expression (2) show the resistance of the device to gravity at speeds of 1,7-2,2 m/s 8,22-8,37 showed that kN.

CONCLUSION

Studies have shown that the tensile resistance of the longitudinal pawl forming device between cotton rows in one pass of the unit is at a speed of 1,7-2,2 m/s. 8,22-8,37 showed that kN.

REFERENCES

1. Artukmetov Z.A., Sheraliev H.Sh. Basics of crop irrigation. National Society of Philosophers of Uzbekistan. Tashkent. 2007 y.
2. Standard technological maps for the care and cultivation of agricultural crops. For 2016-2020. Part I. - Tashkent: AIITI, 2016. - 140 p.
3. Murodov N.M., Jo'raev A.A., Olimov H.H., Murtazoev A.N., Jo'raev A.N. "Longitudinal pawl forming device between cotton rows in one pass of the unit". Utility model patent .Tashkent 2021.№ FAP 01646. 4 pages.
4. Murtazoev A.N. Improvement and justification of the parameters of the device that forms a longitudinal pawl between cotton rows: abstract of the dissertation for the degree of Doctor of Philosophy (PhD) in technical sciences. - Namangan, 2020 y. - 120 b.
5. Barliboev Sh.N. Improving the technological process and substantiation of the parameters of the trowel: Doctor of Philosophy (PhD) dissertation in technical sciences. - Gulbahor, 2020. - 119 p.



DOI: 10.5958/2249-7137.2021.01827.9

IBN A'THAM AL-KUFI AND STUDY OF HIS BOOK "KITAB AL-FUTUH"

Adolat Atkhamqizi Saitova*

*Graduate of the Master's Degree,
Tashkent state university of Oriental Studies,
UZBEKISTAN
Email id: adolat.saitova@gmail.com

ABSTRACT

Ibn A'tham al-Kufi's "Kitab al-futuh" is not learned deeply till today by the scholars. From this case carrying out the research about this book helps us to enlarge our knowledge in source studies and making scientific comparison with other books in this field. There a lot of new information related to Central Asian history in this book. The aim of the research is learning deeply the life of the author and the situation in the period written "Kitab al-futuh", taking notes its scientific value in historical disciplines, making scientific comparative analyses with other historical books and as a result to show its important value in history and source studies.

Keywords: Preacher, Mu'tazila, Mihna, Shi'ite, Sunni, Isnads.

INTRODUCTION

Abu Muḥammad Aḥmad ibn A'tham al-Kufi al-Kindi (أبو محمد أحمد بن أعثم الكوفي) was a 9th century Arab Muslim historian, poet and preacher (*qāṣṣ*) active in the late 8th and early 9th centuries. He was a Shi'i of the *akhbārī* school, a son of a student (or tradent) of the sixth imam, Ja'far al-Ṣādiq, who died in 765¹.

Although Ibn A'tham al-Kufi's date of death is usually given as AH 314 (AD 926/7), this is an error. His major work, *Kitab al-Futuh* (Book of Conquests), was composed during the caliphate of al-Ma'mun (813–833). It survives in a single two-volume manuscript, Ahmad III 2956, now in Istanbul.

Main part

There are some manuscripts and lithographic editions of his book which is known to us by its Persian translations by Muhammad al-Mustawfi. With the help of this translation it is obvious to

understand the main meaning and special features of the book. Although, it was difficult to determine its value as a historical source without reference to the original text.

In Persian translation it is obviously seen the Shi'ite spirit of the author while writing and maybe because of this representatives of the Sunni sect denied the existence of this book and its author.

European scientists also learned "Kitab al-futuh" by its Persian translations. The name Ibn A'tham was firstly met in "Oriental collections" which was prepared for publication by Owsley. Three chapters of the book was translated from Persian to English in this collection (1798 y.). Owsley notes the book as a valuable resource and draws the attention of orientalist to it. Friant in his book named "Indications bibliographiques" writes the author's date of death AH 314. Although it is assumed that this information was taken from the original work, it should be noted that the original work has not been found for a long time.

In the 1881 years in Germany Pertsch published "Catalogues of Arabic manuscripts" in the Gotha library and here the Arabic version of "Kitab al-futuh" was given under the number 1592. However, suspicious attitude towards his name has been continued. Because, Perstch himself was skeptical about "Kitab al-futuh" that it was the original Arabic text. Manuscript preserved in Gotha library consists of 192 volumes and in these volumes the lives of Abu Bakr, Umar and Uthman (r.a) were narrated. There is also a commentary in the final part that the incident of Ali (r.a.)'s murder will be narrated in the next section. If we take into consideration that Al-Mustawfi's translation covers the events leading up to the assassination of Husain ibn Ali (r.a) in Karbala (60 AH), then it can be concluded that "Kitab al-Futuh" is a continuation of the work and that the manuscript preserved in Gotha is a certain part of the work. The original Arabic copy of the book, found in the Topkapi Library in Istanbul, is a continuation of a manuscript in Gotha that contains information about the caliphate years of Ali (r.a).

The genre of the work reflects one of the most important aspects of ancient Arabic historiography. That is, it is based on the traditions of the second century AH, such as gathering its details around current monographs and covering the whole historical process of the third century AH. Ibn A'tham's work was written in the Shi'ite spirit, and such works can be found in the third century AH. While such movements were prohibited in the cities of Madinah and Kufa, the Shi'ites had established a camp for themselves in Baghdad. At the same time, the *Mu'tazilites*² movement was developing during this period, and the events of *Mihna*³ and the formation of the "Bayt al hikma" (House of Wisdom) required the high cultural reforms that would dominate the capital in the near future. Ibn A'tham's work addresses the problematic historical issues of the time through the views of a growing Muslim community⁴.

There is any information about the author's life in special literatures. The information about Ibn A'tham al-Kufi in Brockelmen's "Geschichte der Arabischen literature", "The Encyclopedia of Islam", Brown's "History of Persian Literature", or Storey's "Persian literature" is based on information in a catalogue published by Perstch. In the 1929 year Braun says these words: "The work of the historian al-A'tham al-Kufi about the first caliphs is a powerful work written in the Shi'ite spirit, and we are more familiar with this work through his Persian translation ...". In Storey's work the Persian translation of the work mentioned as one of the most necessary and useful books. It is reported that only Zaki Walidi used its original Arabic text.

RESULTS AND DISCUSSIONS

The original of the work is kept in two parts under the number 2956 in the Ahmad III Library in Topkapi Palace in Istanbul; written in naskh script; section names are in red; On the first page of the work is the name of the book and the name of the author. At the end of the second part, the name of the secretary and the date of copying (15 rab. 873-30 Oct.1468) are given. Considering that the first Persian translation of the work was in 977 AH, the original Arabic text in Topkapi dates back to 100 years and increases the historical value of the work.

The first volume of the Kitab al-Futuh consists of 267 chapters, covering the years of the caliphate of Ma'mun from the last years of Uthman (ra). The second volume of the work, which covers 273 chapters, concludes with a brief account of the assassination of Ma'mun and the revolt of Bobek, as well as the assassination of Caliph Mustafa.

It is known that Bal'ami used "Kitab al-Futuh" in his work. If Bal'ami's work was written in 352 AH, then Ibn A'tham lived before that date. Friant states in his work that the date of his death is 314 AH, and this information is also repeated in the works of Brockelman and Storey. But we have no evidence to confirm this information. From the above, it can be concluded that Ibn A'tham al-Kufi was a contemporary of great Arab historians such as Tabari, Ya'qubi and Balazuri and had a position in their ranks, only his work differs in many respects from the books of Tabari, Balazuri and Ya'qubi.

After the discovery of the original Arabic text of the "Kitab al-Futuh" a question arose among scholars as to the connection between the works of Ibn A'tham and Bal'ami. The reason for this is that Bal'ami's "History Book" is in many ways similar to the events given in al-Kufi's work, rather than Tabari's work. Balami's history book, known as the "Tabari Translation", is in fact in line with Ibn A'tham's original Arabic text. Hence, it can be concluded that the book of Bal'ami is filled with new information from the work of Ibn A'tham and is probably based on new sources unknown to us.

The results of research and studies by Lawrence Conrad conclude that the date of writing of the work is 204 / 819-820, in which he relies on the Arabic text of the work. In the introduction to one of the chapters, Ibn A'tham writes: "Ja'far ibn Muhammad used to say this to my father ...". Considering that Ja'far is mentioned among the *isnads* of the author's work and occupies a central place in Shi'a hadiths, it can be concluded that he was one of the six imams in Shi'ism. Hence, the fact that the son of one of the disciples of Ja'far as-Sadiq (d. 148/765) wrote the work would be logically close to the truth⁵.

An in-depth study of the history of Ibn A'tham provides an insight into how the author used the sources. Needless to say, it is not limited to copying data. Like other scholars of his time, he wanted his work to have a scientific level. Modern historians note that "Kitab al-Futuh" should be considered not only as a book copied from earlier sources and containing several separate chapters, but also as an analysis of the author's own analysis.

In Ibn A'tham al-Kufi's should be taken special attention in the order of quoting *isnads*. In the first part of the work there are only 19 *isnads*, and in some places there are no *isnads* even on 100 pages. This can be explained by the fact that the author mentioned the name of the collective *isnads* in the process of describing any major event, and did not find it necessary to repeat the *isnads* when describing the details of the event.

An in-depth study of Ibn A'tham's order of use of *isnads* poses considerable difficulty for the researcher. In the five parts of the "Kitab al-Futuh" that preceded the event of Karbala, we find almost no references. In general, the order in which *isnads* are given in a play can be studied from two perspectives. Firstly, he was not well acquainted with the procedure for quoting *isnads*, and secondly, the imposition of *isnads* in it meant the benefit of some representatives of the autonomy.

In the description of the four events in the play, one can see the places given to the collective *isnads* that have filled them. These are the election of Abu Bakr (r.a) as caliph, the caliphate of Uthman ibn Awfan (r.a), the Battle of Siffin, and the events leading up to Karbala.

It can be seen that the places where the *isnads* are singled out are reflected in the development of events that are important to the Shi'ites and in the first part of the work. But it should also be noted that there are shortcomings in the order of *isnads*. The names of narrators in the *isnads* are in many orders unknown people.

It is known that these works were written two hundred years after the Arab conquests. It should be noted that historical works of that period were written based on certain traditions and legends. It takes into account the interests of certain sects and tribes. In his work, Gibb lists the following most famous of these traditions:

1. *Qays* tradition of the family of Ibn Hazm;
2. The tradition of Khazrat Muhallaba of *AzdRobi'a*. This tradition is popular among the Arabs, and Balazuri wrote his work using this tradition;
3. The *Bahili* tradition. It is dedicated to Qutayba ibn Muslim, the hero of the Bahili tribe. Ibn A'tham al-Kufi used this tradition in the chapter on the conquest of Turkestan. Yaqubi also quotes this tradition in his work. In Tabari's work, fragments of this tradition can be seen, i.e. (according to the Bakhili ..);
4. The *Bukhara* tradition narrated by Yaqubi, Narshahi and Balazuri;
5. *Dinavori*'s narrations;
6. Narrations by Abu Ubaydah in the interest of the Shu'biyya movement.

The most important part of the work is the section "Arab conquests of Central Asia". In this regard, H.A.R. Gibb's research is conspicuous. Gibb was familiar with parts of the "Kitab al-Futuh" that were similar to Zottenberg's translation of Balami. Ibn A'tham's work has its own characteristics that are not found in other works. Qutayba ibn Muslim's chapters on his military campaigns in Khorezm and Samarkand are the same as in other works. However, the events in the play, such as Ghurak, the leader of the Sogdians, his march against Qutayba ibn Muslim, and the siege of Samarkand by the Arabs, have a special significance. Bal'ami (Zottenberg's translation) also narrated these events consistently. However, there is more evidence that Ibn A'tham's "Kitab al-Futuh" was written before Balami's work. This can also be seen in the murder of Qutayba ibn Muslim.

Ibn A'tham cites a whole copy of this incident, and this document is in line with the content of the documents of that period. It would be useful to get acquainted with the oldest of the correspondence between Turkestan and the Arabs. The date given in the play attracts the

attention of scholars. Tabari, Balami (Zottenberg's translation) and later ibn al-Asir refer to the date of Qutayba ibn Muslim's conquest of Samarkand, as well as the year of the signing of the peace treaty between Qutayba and Gurak, as 93 AH. In "Kitab al-Futuh", this date is given as 94 AH. If this work is considered to be the oldest and most reliable among the history books, there is no doubt that the date in it is correct.

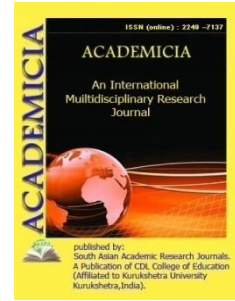
CONCLUSION

It should be noted that Balami's history book, known as the Tabari Translation, is in fact in line with Ibn A'tham's original Arabic text. Ibn A'tham used a number of traditions that were popular at the time in writing his work, and in the first part of the work one can encounter only 19 *isnads*, and in some places not even 100 *isnads*.

REFERENCES

1. Lawrence I. Conrad. Ibn Atham and his history. – University of Hamburg, 2015. – 90p.
2. Abu Muhammad Ahmad ibn A'tham al-Kufi. Kitab al-futuh. Vol.7. Ed. By Sayyid Abdul Wahhab al-Bukhari. – Hyderabad, 1974-1976. – 244 p.
3. Agha Buzurg al-Tihrani. Al-dharia ila tasanif al-shi'a. – Najaf: "Matba'at al-Ghazzi" 1355-98/1936-78. – 220 p.
4. Ahmed Abi Jakub ibn Wadhih Katib al-Jakubi. Kitab al-boldan. ed. M.J. de Goeje. – Lagduni: "Batavorum", 1892. – 364 p.
5. Akdes Nimet Kurat. Kuteybe Bin Muslim'in Hvarizm ve Semerkand'izabti. Ankara universitesi Dil ve Tarih-Cografya Fakultesi Dergisi, 1948. – 387 p.
6. C.A. Storey. Persian Literature: a Bio-Bibliographical Survey. – London: "Royal Asiatic Society" 1927. – 207 p.
7. Charles Rieu. Catalogue of the Persian Manuscripts in the British Museum. – London: "British Museum", 1879-83 y. – 151p.
8. Claude Cahen. Les chroniques arabes concernant la Syrie, l'Egypte et la Mésopotamie de la conquête arabe à la conquête ottomane dans les bibliothèques. – Istanbul: "REI" 10. 1936. – 335 p.
9. D. Ludwig. Struktur und gesellschaft des Chasaren-Reiches. Licht den schriftlichen Quellen. – Munster, 1982.
10. D.M. Dunlop. The history of the Jewish Khazars. – Princeton, 1954.
11. Encyclopedia of Arabic literature. Edited by Julie Scott Meisami and Paul Starkey. Vol. I. – London: "Routledge". – 1998. – 314 p.
12. Markwart J. A Catalogue of provincial capitals of Eranshahr / Pahlavi text, version and commentary. – Roma, 1931. – 222 p.
13. Muhsin al-Amin. A'yan ash-shi'a. Damascus: "Matbaat ibn Zaydun" - 1353-65/1935-46. – 216 p.
14. Pertsch W. Die Arabischen Handschriften der Herzoglichen Bibliothek zu Gotha Bd. III. – Gotha, 1881. – 525 p.

15. SezginFuat. Geschichte des arabischenSchrifttums (GAS). – Leiden: “Brill”. 1967. – 560 p.
16. Ursula Sezgin. Abu Mikhnaf Ibrahim b. Hilalat-taqafī und Muḥammad b. Atam al-KūfīüberĠārāt: “ZDMG” 1981. – 131 p.



DOI: **10.5958/2249-7137.2021.01828.0**

RELIABILITY OF THE BRUSK PACKAGE ON ACS

Donyorbek Dilshodovich Alijanov*; **Abdurasul Abdumutallibogli Ergashev****

*PhD in Technical Sciences,
Andijan Machine-Building Institute,
UZBEKISTAN

**Assistant Teacher,
Department of alternative Energy Sources,
Andijan Machine-Building Institute,
UZBEKISTAN

ABSTRACT

DC motors are widely used in industry due to their deep, smooth and economical speed control. However, the reliability of AC machines is lower than that of asynchronous machines due to the presence of a sliding contact collector-brush combination. Statistical analysis shows that in terms of reliability in AC machines, four "weak sets" should be distinguished: collector-brush set, bearing ring, armature ring, drive we will focus on the brush set, taking into account the above.

KEYWORDS: *Reliability, Brush, Brush Apparatus, Probability Of Continuous Operation, In AC Machines (Acs), Standard Deviation, Acs (Acs).*

INTRODUCTION

Reliability is the ability to store the values of all parameters within the specified limits in a given mode and conditions of use, maintenance, repair, assembly and transportation, which characterizes the ability of the object to perform the required functions over time.

Reliability is divided into units that describe a single property and aggregates that describe several properties. The unit index is mainly used for the description of individual elements, complex - for load nodes and for the whole system.

The concept of reliability is inextricably linked with the concepts of ability to work and failure.

Performance is the state of an object that is able to perform all or part of a given function in full or in part. If all the given functions are completed, it is considered to be fully functional. If none

of the given functions are performed, it is not fully functional. In all other cases, the object is partially functional.

Accidental failure is a failure of the ability to work, which consists of the transition from a state of complete incapacity for work to a state of partial or complete incapacity for work.

AC machines are widely used in electric vehicles, automatic adjustment systems, lathes, hoisting cranes, excavators, metalworking machines, and the textile industry. AC generators are used as a source of AC energy (for example, to supply high-power ACs with alternating current).

Brushes are part of an electrical circuit through which electricity is transmitted from the power supply to the rACor. Brushes are classified according to the materials used and the characteristics of the manufacturing process. The design and dimensions of the brushes comply with GOST 12232-89 and industry standards. Depending on the orientation of the edges and the location of the wires, electric car brushes are made in different ways. Dimensions of brushes, marking and strengthening of edges correspond to GOST 21888-82.

Brushes are made of graphite or Acher materials. An AC machine includes a pair of brushes or more. One of the two brushes is positive and the Acher is connected to the negative side of the power supply.

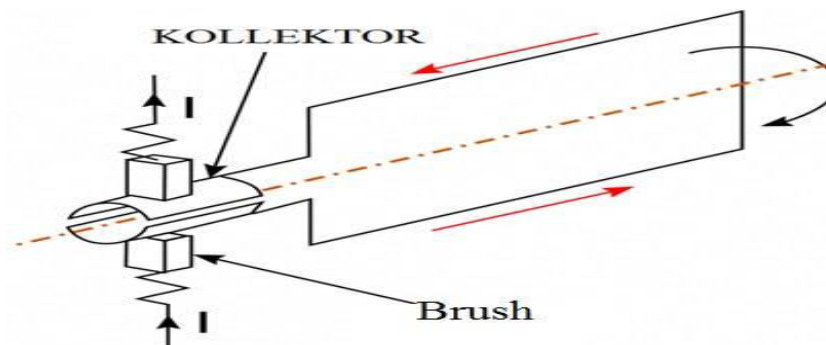


Figure 1 Soda view of the collector-brush system

opper, iron, and bronze brushes, which did very well on the first AC machines in the late 19th century, did nAC turn out to be very good materials in terms of friction. They quickly became obsolete and were replaced with carbon and graphite in new machine designs.

Currently, almost only carbon brushes, which are permanent graphite mixtures for AC machines, are used for AC machines, depending on the percentage of graphite and the names of the carbon-graphite, graphite or electrographite, depending on the method of making the brushes. Only low-voltage machines up to 30 V use metal-carbon brushes, which provide a low voltage drop in the contact (transition) layer in the collector[1-9].

Carbon brushes are made of pure graphite, retort charcoal and carbon black in various proportions. Charcoal is a self-lubricating material that does not damage the abrasive surface and does not wear out quickly.

Graphite brushes are made of pure natural graphite. Graphite is crushed into a fine powder and then pressed into branches of the required size under very high pressure. Coal and graphite are excellent conductors of electricity.

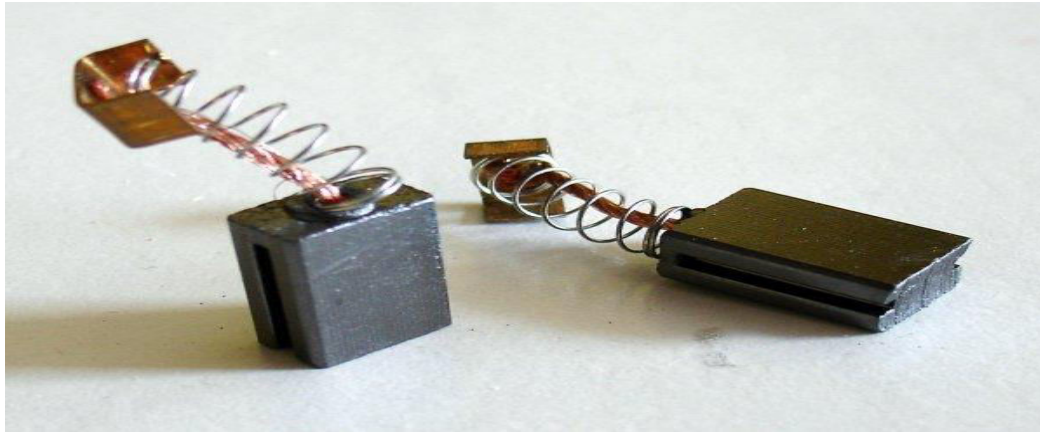


Figure 2 Appearance of an electrographic brush

Electrographic brushes are mainly carbon brushes, but are exposed to high temperatures in an electric furnace and are converted to graphite. These brushes have excellent grinding properties.

Metal-Carbon brushes are made of coal and copper, ground to a fine powder, and sometimes an Acher crushed metal (usually tin) is added. The production of these brushes is carried out in such a way as to have the best conductivity in the axial direction, where the working current of the machine passes and poor conductivity in the transverse direction (high electrical resistance). additional currents of switched-off sections are switched off during switching.

Brushes for electric cars are standardized. This power transmission technology, which is more than a hundred years old, is still widely used today. Carbon brushes can still be found in many electric cars. Toys, electric kitchen utensils, electric windows, razors, washing machines, hair dryers, vacuum cleaners or power tools (electric drills, angle grinders, brush cutters, circular saws, etc.) range from small motors, and so on.

From brushes to electric locomotives, submarines and power plant generators, as well as wind turbines and AC machines. The geometric and electrical characteristics of carbon brushes vary accordingly.

The number of zones of the brushes in the collector (forming the cylindrical surface of the collector) is usually equal to the number of poles of the machine. The number of brushes in each zone depends on the magnitude of the flow and the allowable flow density under the brush for a particular type of brush, but less than two brushes in each zone can only be found on very small machines, as each it is difficult to ensure the reliability of contact with a single brush in the zone. A set of brushes in the same area is called a set of zones, and the sum of all the sets of zones in a given machine is called a complete set of brushes.

The electric brush is a non-renewable element, the reliability of which is assessed by the possibility of continuous operation. The operating time of the electric brush

$$t = (h - h_{pr}) / v_{sh} \quad (3.1)$$

where h and h_{np} are the initial and maximum allowable heights of the electric brush in mm, and v_{sh} is the brushing speed in mm / h.

The degree of friction depends on the brush pressure, the rotational speed, the current density, the design and material of the collector, and other random variables. Observations of the performance of long-term system brushes show that the distribution of values of the rate of reduction of electric brushes is in accordance with the usual law. Testing of electric brushes (accelerated or normal conditions) revealed the average statistical characteristics of the sample:

$$\bar{v}_{\text{III}} = \frac{1}{n} \sum_{t=1}^n V_{uy}(3,2)$$

$$\sigma_{uy} = \frac{\sqrt{\sum_{t=1}^n (V_{sh} - \bar{v}_{\text{III}})^2}}{n-1} \quad (3.3)$$

where: v_{shch} is a mathematical estimate of the rate of reduction of the electric brush, σ_{shch} is the estimation of the standard deviation, n is the number of electric brushes.

The probability of continuous operation at t -time has the following form

$$P(t) = 1 - Q(t) \quad (3.4)$$

Failure can be detected in t -time

$$Q(t) = \frac{1}{\sigma\sqrt{2\pi}} \int_0^t \exp\left[-\frac{(t-T)^2}{2\sigma^2}\right] d(t). \quad (3.5)$$

Determine the average downtime and standard deviation.

$$\bar{T} = \frac{1}{n} \sum_{t=1}^n t_i; \quad \sigma = \sqrt{\frac{1}{n-1} \sum_{t=1}^n (t_i - \bar{T})^2} \quad (3.6)$$

Here: t_1 is the partial value of the downtime and $t_x - \bar{T}$ is the probability of continuous operation of the brush.

$$P(t) = 1 - Q(t) = 0.5 - F[(t_j - \bar{T})/\sigma]. \quad (3.7)$$

If the AC machine in question belongs to a class of machines determined by the reliability of the collector-brush set, then

$$R_k(t) = R_{\text{ma}}(t) \quad (3.8)$$

The collector-brush assembly and brush machine electric machine has N brushes of the same brand. If the failure of a single brush leads to the failure of the entire brush apparatus, then the reliability of the brush apparatus is determined as follows.

$$R_{\text{ma}}(t) = [p(t)]^N \quad (3.9)$$

In many cases, the coefficient of the brush apparatus is considered as a kind of redundancy system with a reserve ratio

$$kp = \frac{N}{N-n} \quad (3.10)$$

Here n_1 is the minimum allowable damage to the electric brush that will nAC cause the entire brush unit to malfunction.

Thus, if the number of faults in the set of electric brushes is n_1 , the probability of a subsequent event and therefore the probability of continuous operation of the brush apparatus should nAC exceed the faults n_1 determined according to Bernoulli's formula during the N tests:

$$R_{\text{ша}}(t) = P_{n,N} = \sum_{k=0}^{n_1} C_N^k P(t)^{N-k} [1-P(t)]^k \quad (3.11)$$

$$\text{Here: } S_N^k = N! / K! (N - K)! \quad (3.12)$$

Thus, if we consider the set of electric brushes in a machine characterized by the reliability of $P(t)$ as an example of the volume N of the tACal population, we can calculate the continuous operation of the brush apparatus.

For example, if $T = 10000$ hours, $\sigma_1 = 3000$ hours, $N = 4$, $p_1 = 2$. If so, create a continuous probability curve for a separate $P(t)$ brush and a Pshcha (t) brush apparatus.

:

$t_1 = 10,000$ hours after setting:

$$R(10\,000) = 0.5 - f \left(f = \frac{t-T}{\sigma_1} \right) = 0.5 - f \left(\frac{10000-10000}{3000} \right) = 0.5$$

$$\begin{aligned} R_{\text{ша}}(10000) &= \sum_{k=0}^2 (S_4^k) R(t)^{4-k} Q(t)^k = \\ &= 0.5^4 + \left(\frac{4!}{1!(4-1)!} \right) 0.5 \cdot 0.5^3 + \left(\frac{4!}{2!(4-2)!} \right) 0.5^2 \cdot 0.5^2 = 0.7 \end{aligned}$$

$t_2 = 8\,000$ hours after setting:

$$R(8\,000) = 0.5 - F \left(\frac{8000-10000}{3000} \right) = 0.5 - F(-0.66) = 0.74;$$

$$R_{\text{ша}}(8\,000) = 1 \cdot 0.74^4 + 4 \cdot 0.26 \cdot 0.74^3 + 6 \cdot 0.26^2 \cdot 0.74^2 = 0.94.$$

$t_3 = 6\,000$ hours after setting:

$$R(6\,000) = 0.5 - F \left(\frac{6000-10000}{3000} \right) = 0.5 - F(-1.33) = 0.9;$$

$$R_{\text{ша}}(6000) = 1 \cdot 0.9^4 + 4 \cdot 0.1 \cdot 0.9^3 + 6 \cdot 0.1^2 \cdot 0.9^2 = 0.955$$

t_1, t_2 . For the values corresponding to t_3 , the points $P(t)$ and Pshcha (t) are set, along which the probability curves of continuous operation are constructed.

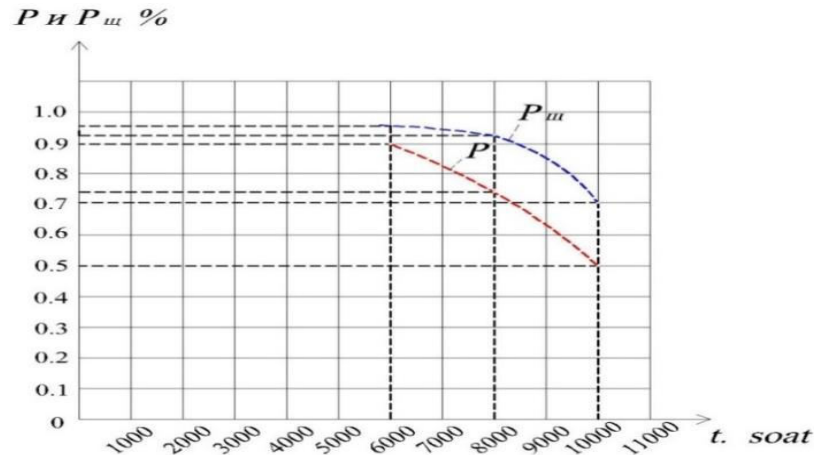


Figure 3. Probability curves for continuous operation for $P(t)$ brush and $P_{sh}(t)$ brush apparatus

CONCLUSION

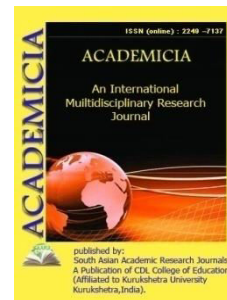
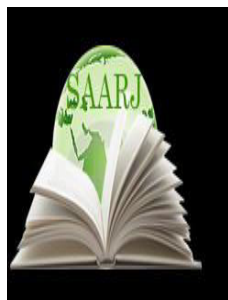
In conclusion, it should be noted that the issues of reliability remain relevant even if they are considered at the level of any detail, device or system as a whole, because reliability is a continuous operation, the elimination of failures is the most important economic efficiency.

When it comes to the reliability of AC electric brushes, it is important to create the most reliable brush models based on the results of tests and experiments. the use of structural and functional models opens up great opportunities in assessing the reliability characteristics of brushes at the design stage. The obtained mathematical models give accurate and reliable results of brush parameters in the calculation of reliability. This is confirmed by the graphical dependences obtained on the basis of the proposed computational methods and experimental data performed in real working conditions.

REFERENCES

1. N.L. Kuznetsov. Reliability of Electrical Machines. Moscow 2006
2. Reliability of technical equipment. Terminyopredeleniya, GOST 27.002-83 State Committee SSSR postandartam. M. 1983. -30 p.
3. Electro mechanics and electrical devices *DISSERTATSIY Anassea rchinggraduate candidate of engineering* Rastunin Dmitriy Vladimirovich.
4. Electric machine brushes www.helvigcarbon.com
5. JS Salimov, N. B. "Pirmatovelektrmashinalari" National Society of Philosophers of Uzbekistan, Tashkent, 2011.
6. Raximov N.R., Alijanov D.D. Mathematical model APV - receiver // Muhammad al-Khorezmuyavlodlari, №2 (4) 2018g.
7. D. D. Alijanov, U.A. Axmadaliyev. (2021). APV Receiver In Automated Systems. The American Journal of Applied sciences, 78-83.

8. d.D. Alijanov, U.A. Axmadaliyev, N.A. Topvoldiyev. (2021). Types Of Silicon-International Scientific Journal «Global Science And Innovations 2021: Central Asia» . *Types Of Silicon-Based Solar Elements And Their Effectiveness* (Str. 73-76). Nur-Sultan, Kazakhstan: D.D. Alijanov, U.A. Axmadaliyev, N.A. Topvoldiyev. (2021). Types Of Silicon-Baseinternational Scientific Journal «Global Science And Innovations 2021: Central Asia» .
9. Alijanov D.D., B. I. (2021). Receiver For Registration Of X-Ray And Ultraviolet Radiation. The American Journal of Engineering and Technology, 23-27.



DOI: **10.5958/2249-7137.2021.01829.2**

IMPROVING THE DESCRIPTIONS OF LEGAL TERMS IN THE ANNOTATED DICTIONARIES

Ezoza Shuhratkizi Sabirova*

*Lecturer,
Specialized Branch of Tashkent State University of Law,
UZBEKISTAN

ABSTRACT

This article discusses the issue of improving the definition of legal terms in the existing Uzbek dictionary. Recommendations are given to improve the interpretation using examples. The norm of the dictionary is that it recommends the norms of spelling, pronunciation, word formation and its use in literary language. But it is not an easy task to notice the norm, to distinguish the normative cases. In particular, in the example of terms related to the field of law, which is the object of our research, we can say that the right mentioned in this explanatory dictionary. In the absence of signs indicating the legality of the lexical unit, which is the key word, or in the absence of these special signs, some cases related to the presence of words or phrases related to jurisprudence in the commentary were identified. But the terms 3types of criminal, given in the same line, are also given without the same lexical pometa as the same units (criminal and criminal). The logical conclusion is that these should also be considered legal terms, but in legal terminology these units do not occur. Thus, the presence of words and phrases in the dictionary, indicating the relevance of the field, which does not exclude the need to use a special sign as a unit.

KEYWORDS: Annotation, Lexical Pometa (Sign), Dictionary Article, Semantic Description, Legal Term

INTRODUCTION

The issues of legal regulation of public life, recognition of law as a branch of culture, the formation and development of legal consciousness among members of society depend in many respects on the level of legal knowledge of the population living in the country. Everyone is always a participant in some legal process, whether they like it or not. So, as there is a constant

need for legal knowledge, it is important not only for linguistics, but also for any field responsible for the acceleration of public life, to systematically study the terms in this field, to give it in dictionaries, to develop the principles of selection for general philological dictionaries. is calculated.

Despite the fact that the normative dictionary of the Uzbek language, the Annotated Dictionary of the Uzbek language, was recently revised, it can be seen that the shortcomings in the previous edition have not been eliminated. In particular, in the example of terms related to the field of law, which is the object of our research, we can say that the right mentioned in this explanatory dictionary. pometal terms are also unedited - given in their old form. It should also be noted that this new edition, which acknowledges the introduction of new lexemes, does not contain any neo-terminological units other than the existing legal terms in the 2008 edition. Naturally, the terminological units in the field of law, which is one of the most important areas of public life, are listed in the dictionary - less than the total lexical quantity, which is supposed to reflect the general lexical treasury of the Uzbek language. If the interpretation of legal terms contains words expressing legal concepts, the right. taking into account the units not given by the pomet, there are 377 legal terms in the dictionary. But that also means less terms compared to the total. This chapter contains comments and suggestions on the interpretation of existing legal terms in this glossary. There is also a list of legal terms that express new legal concepts that exist in the life of society today, as well as those that are actively used.

While acknowledging that this explanatory dictionary is the result of many years of hard work of linguists and a number of specialists in the field, it should be noted that based on the analysis of the above chapters, the terms are selected, selected from the legal terminology system for the dictionary there are also some shortcomings regarding the use of lexical pomet. The opinion supporting this opinion is also expressed in the dictionary: "The main task of the dictionary is to collect and describe the vocabulary of the modern Uzbek literary language, as well as to define and stabilize its norms. At the same time, it also contributes to the rise of speech culture. The norm of the dictionary is that it recommends the norms of spelling, pronunciation, word formation and its use in literary language. But it is not an easy task to notice the norm, to distinguish the normative cases. Therefore, it is natural that there are some shortcomings in the definition of literary language norms in the dictionary, controversial, controversial. We believe that the emergence of the dictionary will not only strengthen the norms of literary language, but also help to identify and eliminate unresolved issues.

The dictionary consists of lexical units included in it and dictionary articles structured on them. These lexical units are selected from general and limited vocabulary. Commentary on the lexical unit given as a keyword - etymological information in the formation of a dictionary article, sometimes the pronunciation form of the unit, its conditional form as a literary norm, additional semantic-descriptive features, illustrative examples to illustrate its meaning, fiction, scientific literature, as well as newspapers and journal materials were used.

A specific criterion for the selection of terms from the limited lexicon of the Uzbek language is not given in the dictionary description.

Vocabulary units, in particular, clearly, accurately and completely define the meaning of terms, interpret the meanings of lexical units, sort them on the basis of interdependence, record them sequentially is one of the most difficult and basic processes of explanatory lexicography and

requires in-depth knowledge and great skill. The value and success of a dictionary is also determined by the extent to which this task is accomplished. It should also be noted that there are some shortcomings in this regard, without denying the work and achievements of lexicographers.

For example,

In 2 volumes

ADVOCATE

2 spoken lang. Counselor.

In 5 volumes

ADVOCATE [lot. advocatus<advocare - to call for help] 1 A lawyer who provides legal assistance (advice) to the defendant in court, defends the defendant (accused); justifying, himoyachi. The lawyer, as a party, shall have equal rights with all participants in the proceedings at all stages of the proceedings. From the newspaper.

2 spoken lang Consultant; protector.

The negative stylistic sign of this unit mentioned in the dictionary article is much weaker today in the sense that it represents the lawyer's lexical unit. True, it is also used in colloquial language, but its active use in the defensive sense can be observed in live communication. It is advisable to consider in the next edition that it means to be a defender in a neutral position, not a defense in a negative sense.

One of the issues related to the assignment of terms in annotated dictionaries is the use of pometas. In general dictionaries of different types, the system of sign-signs, which serves for the lexicographic description of the terminological lexicon, includes special and general signs. Special characters indicate that the word belongs to a particular field of technology, economy, science. In the two-volume OTIL, the terminological units of law are jur., And in the 5 volumes, the law. we see that it is used with the pometa. These characters in the terminology imply that this unit belongs to jurisprudence. It is also noted that these lexical pometas are used when the commentary does not contain a reference word or phrase indicating belonging to a particular field of science. Conversely, if lexical units are used in the definition of a term to indicate that it belongs to a field, these lexical units can replace the corresponding special sign, but there is no need to use this sign.

There is controversy in our research objects about the use of a special sign in the terminological unit, which is the key word. In the absence of signs indicating the legality of the lexical unit, which is the key word, or in the absence of these special signs, some cases related to the presence of words or phrases related to jurisprudence in the commentary were identified. The definition of terms such as legal, jurisdiction, jurisprudence, jurisprudence, lawyer, jurisprudence contains words such as law, law, court, norm, which refer to jurisprudence. Lexical pometas were not used. As an Uzbek alternative of these terms, it is also right in such units as offender, offender, lawyer, and jurist. pometas were not used. Due to the fact that they are given in alphabetical order, the dictionary units are listed in the following order: law, offender, and offense, legal, legal, without law, lawlessness, lawyer, jurisprudence. From this sequence, only the word law is right. pometa is given, and the word jur is used in legal terms in a two-volume dictionary. pometas were used.

Pometa was not used from the word law to the word jurisprudence, which concludes the sequence of cognates (the word legal is an exception, because it used a legal pometa, not a law). It can be concluded that all of these cohorts are considered a term related to the field due to the presence of units referring to the law in their commentary. However, while the terms lawlessness and lawlessness, which appear among these cohorts, seem to belong to jurisprudence at first glance, they are not in fact used as a term denoting a specific concept of law within this field. At first glance, the term legal is similar to the term that implies the existence of a right. His commentary also proves this:

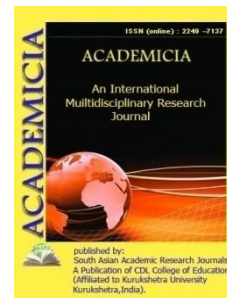
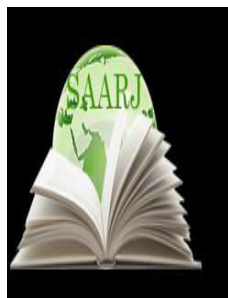
NO RIGHT Having no right. After Murtaz's speech about freedom, free, disenfranchised people were resurrected. N.Safarov Fire tracks.

It is clear from the commentary that, indeed, this unit implies that a particular right does not exist and is applied in that sense. However, in the bases of normative-legal documents related to jurisprudence, none of the procedural documents of the industry encounters the use of this unit as a term. Because the absence of law is expressed in the legal terminology of the Uzbek language using a compound term: lack of rights, such as deprivation of rights. The same analysis applies to the dictionary unit of lawlessness. Thus, the presence of words and phrases in the dictionary, indicating the relevance of the field, which does not exclude the need to use a special sign as a unit. The use of lexical pometa in the succession of cognates is, of course, necessary. Otherwise, the dictionary user may get the wrong impression that a single unit belongs to a field, which in turn can lead to an error in the application of the unit. This situation can lead to the artificial introduction of terms into the language and to the existing unit representing the same concept, a terminological synonymy (arguably inappropriate synonymy) that is not artificially considered a positive phenomenon in linguistics. In addition, the five-volume dictionary contains related words from criminal lexical unit to criminal. According to the rule that was applied in the compilation of the dictionary, it has the same rights as the nest of right-handed members. the pometa should not have been given. But it cannot be said to be based on the same criteria here. After all, only the first three of these units, which are located in a series, such as criminal, criminal-procedural, criminal, criminal, criminal, criminal, criminal, are entitled. pometas are given. It is not difficult to see that these units are legal, even if the explanation of the words offender and criminal is given very briefly or is directed to another word. But the terms 3types of criminal, given in the same line, are also given without the same lexical pometa as the same units (criminal and criminal). The logical conclusion is that these should also be considered legal terms, but in legal terminology these units do not occur. Hence, the meaning of the units in this series of cognates should also be clarified through lexical pometas, thereby eliminating the confusion in the perception of meaning.

REFERENCES:

1. Sviridova E. N. For clarity and practice of terminology in jurisprudence // Problems of law, 2009. – №11. – C. 20-28.
2. Seregina O. L., Filimonova N. Yu. Sintaksicheskayaiyazykovayastrukturaiskovogozayavleniyakakyuridicheskogodokumenta // Bulletin VolSU. Series 5: Jurisprudence. – T.1, – №5 (14). – 2011. – C.138-142.
3. Superanskaya A. V., Podolskaya N. V., Vasileva N. V. Common terminology. Issues of theory. – M., 1989.

4. Annotated dictionary of the Uzbek language. 2 volumes. Volume 1 - 2. Tashkent: National Encyclopedia of Uzbekistan, **1981**.
5. Annotated dictionary of the Uzbek language. 5 volumes. Volume 1 - 5. Tashkent: National Encyclopedia of Uzbekistan, **2006**.
6. Rasuljanovna, I. N. (2020). The concept of “lacuna” in translation studies. *Asian Journal of Multidimensional Research (AJMR)*, 9(4), 123-129.



DOI: **10.5958/2249-7137.2021.01830.9**

IMPROVING THE EFFICIENCY OF THE EDUCATIONAL PROCESS USING COMPUTER TECHNOLOGY

Gulnoz Ergashevna Turaeva*

*Teacher,
Department of Primary Education,
Termez State University, Termez,
UZBEKISTAN

ABSTRACT

The principles of didactics in the educational process through the use of computer technology, such as consistency, coherence, scientific city, demonstration, are described. Using them allows you to write textual graphic information together at the same time, while creating a high-quality image when you reproduce it. One of the main features of innovative pedagogical technologies is the widespread use of didactic materials that determine the effectiveness of computer technology and technical means. The National Program of Personnel Training emphasizes this important tool for managing the educational process. Using them allows you to write textual graphic information together at the same time, while creating a high-quality image when you reproduce it. Unlike magnetic recording, recording on optical discs does not lose quality even in any number of reflections.

KEYWORDS: *Technology, Practice, Goal, Supply, Situation, Task, Thinking, Training, Collaboration, Interview, Education, Knowledge, Skill, Competence, Management, Tool.*

INTRODUCTION

Computer technology is a method of organizing, storing, processing, retrieving, transmitting information that develops students' knowledge, skills, and competencies and expands their ability to manage technical and social processes. Computer technology is also understood as a creative activity consisting of a chain of processes that are carried out in practice to achieve a specific goal.

Computer technology exists at different stages of human development, and a distinctive feature of modern computerized society is that computer technology is taking the lead among all available technologies, especially innovative educational technologies.

The basis of modern computer technology is the following three rapid processes.

1. The emergence of a concentration environment in computer-readable concepts (magnetic tapes, magnetic disks, movies, etc.).
2. In the development of means of communication that allow the transmission of information by computer to any point of the globe without significant restrictions on time and distance, the widespread coverage of the population with means of communication (radio, television, data networks, satellite, telephone, etc.).
3. Increasing the possibility of automated processing of information on a given algorithm using computers (sorting, classification, representation, creation, etc.).

One of the main features of innovative pedagogical technologies is the widespread use of didactic materials that determine the effectiveness of computer technology and technical means. The National Program of Personnel Training emphasizes this important tool for managing the educational process. The level of use of information media is determined by two factors:

1. Development of didactic materials on topics for which the media is effective for the educational process.
2. Check the readiness of students to use methodically correct technical means and didactic materials in their practical activities.

The goal can be achieved only if the process of computer education is pre-pedagogically designed. One of the main directions of computerization of the pedagogical process is the field of modern computer technology.

If it is possible to use computers to organize and exchange information between the processes that make up the technological chain, the efficiency of any technology will increase, which requires careful study of this technology, information exchange in processes and between them, as well as information management of processes. There is a need to organize technologies.

Computer technology is, first, the computer circulation and processing complex; second, an image of these processes.

Computer technologies have always been informative because they are concerned with storing and transmitting a variety of information to users. With the advent of computer technology and communication tools, learning technologies have changed radically. The implementation of computer technology in the educational process requires the following:

- a) Computers and means of communication as technical means of education;
- b) Appropriate systematic and practical software for the organization of the educational process;
- c) Appropriate methodological developments, didactic exhibitions on the introduction of new teaching aids in the educational process.

While computer technology plays an important role in the educational process, it helps to solve the following tasks:

- a) The discovery, retention and development of individual abilities in students, consisting of unique qualities of each student, the formation of their cognitive abilities, the desire for self-improvement;
- b) ensuring a comprehensive study of events and phenomena, the interdependence of concrete, natural, technical, social, humanitarian, economic, artistic;
- c) Constant and dynamic updating of the content, form, methods, ways and means of educational processes.

From the point of view of the education system, the following problems that arise with the introduction of computer technology are important:

1. Technical problems - these determine the requirements for electronic computing and microprocessor technology used in the education system, the features of their practical application.
2. Software problems - these determine the content and types of software for use in the education system, the content and characteristics of their application.
3. Preparatory problems are related to the training of teachers and students in the use of information and communication technologies, including computer technology.

Recently, the concept of "computer technology of teaching" has become widespread, which means the technology of teaching based on computers. However, the concept of information technology is broader than the concept of computer technology in education because computers are an integral part of information technology techniques.

Today, various optical memory devices (video discs, optical discs) are widespread. Using them allows you to write textual graphic information together at the same time, while creating a high-quality image when you reproduce it. Unlike magnetic recording, recording on optical discs does not lose quality even in any number of reflections. Software and mathematical software for computers is becoming an important direction in the development of high-tech production.

Computer technology develops the ideas of programmed learning, opens up new technological options of education related to the unique capabilities of modern computers and telecommunications that have not yet been explored. Computer technology of education is a process of preparation of information and its transmission to the learner, the means of its implementation is a computer, ie:

- a) Formation of information skills in students, development of their communication skills;
- b) Training of the student of "information society";
- c) The provision of adequate and adequate information to learners;
- d) Formation and development of research skills in students, the ability to make optimal decisions.

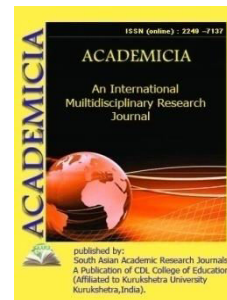
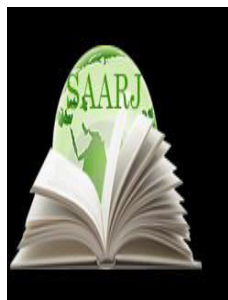
Thus, the introduction of innovative computer technologies in the educational process leads to:

1. Assist more individually, taking into account the educational process, the student's specific level of preparation, ability, speed of learning new material, interests and inclinations.

2. Strengthening the student's cognitive activity, support and development of his self-development, education and interest and aspiration to the profession.
3. Strengthening interdisciplinary ties in the educational process, a comprehensive study of existing phenomena.
4. Constant and dynamic updating of the educational process through the improvement of flexibility, efficiency, forms and methods of organization.
5. Use of computer aids and virtual stands for teaching in higher education institutions.
6. Improving the technological base of the educational process through the introduction of modern technical means.

REFERENCES:

- Selevko G.K. Modern educational technologies. Public education, 1998.
- Pityukov V. Yu. Fundamentals of pedagogical technology. Moscow: Gnome - Press, 1999.
- Bespalko V.P. Pedagogy and progressive teaching technologies. Publishing House of the Institute of Professional Education Ministry of Education of Russia, 1995.
- Poulsen S. Introduction to modern teaching methods. Translated from Danish-B. : Kesip, 2007.
- Rasuljanovna, I. N. (2019). The Phenomenon Of Lacunarity As The Linguacultural Issue. *Prospects Of World Science-2019*, 226.



DOI: **10.5958/2249-7137.2021.01831.0**

RELIGIOUS SACRED OBJECTS: FORMATION AND FUNCTIONS

Mavlyuda Nosirjonovna Dekhkanbaeva*; Rakhimjon Yigitalievich Kholikov**

*Lecturer,
Fergana State University
UZBEKISTAN

**Associate Professor,
Fergana State University,
UZBEKISTAN

ABSTRACT

The scientific article describes religious sacred objects, the conditions of their formation, their important features. Among such sacred sites, mosques, churches, and shrines that carry out the religious beliefs, customs, and traditions of the peoples of the world have met the religious needs of ethnic groups for many centuries. In addition to the shrines that are being built in them (religious architectural sites, tombs, places of worship, exoms, ruins of buildings), there are many natural objects - mountains, trees, caves, individual stones in the desert, signs, reservoirs (springs, lakes, rivers, streams) and even some individual tree stones. Religious sacred objects, on the other hand, have been created by human hands as a place, a territory, for certain religions to abide by its laws, and are compatible with the concepts of "good" or "sin" and "taboo". Such areas are home to a variety of sacred sites, such as sacred springs, tombs, and shrines, and religious ceremonies have contributed to the preservation of sacred sites and the formation of religious values.

KEYWORDS: Sacred Object, Sacred Landscape, Religious Sacred, Sacred Places, Religious Tourism, Religious Functions.

INTRODUCTION

The sacred area forms a dual view in different peoples where the sacred landscape or sanctuary is depicted. Accordingly, a place created by the grace of Allah has the concept of an area or object that is forbidden to touch in a negative way. The etymology of the word sacral is Latin socrum-

sacred object, which provides information about sacred objects. There are many such sacred objects in the historical development of the world.

Among such sacred sites, mosques, churches, and shrines that carry out the religious beliefs, customs, and traditions of the peoples of the world have met the religious needs of ethnic groups for many centuries. At the same time, religious sacred objects perform religious and spiritual functions. Religious tourism is one of the main objects of pilgrimage tourism and is an important branch of tourism industry in many countries of the world.

An average of more than 200 million people worldwide engages in religious tourism each year, and it is divided into 11 important regions. Among them, 11 regions of Central Asia, Islamic pilgrimage tourism based on the principles of Islam play an important role. (Important functions of religious pilgrimage tourism include: demonstration of faith in Allah and His Prophet, purification from sins, gratitude to the Creator, avoidance of various calamities, spiritual and spiritual purification, as well as duties, desires and wishes) takes.

THE MAIN FINDINGS AND RESULTS

Religious sacred sites, shrines, areas where religious ceremonies and rituals are performed, and shrines have been used as shrines for many years. Accordingly, sacred objects are recognized as sacred places-sacred landscapes that carry the spiritual activities of ethnoes and pass them down from generation to generation.

According to M.E. Kuleshova, sacred landscapes serve as natural or anthropogenic geotisms and perform spiritual functions arising from religious needs. [1.14]

There are 2 important trends in the sacralization of regions: 1-religious tendency, 2-natural historical-tendency. The religious tendency is directly related to the process of sacrament in which religious institutions, shrines, mosques, churches, temples, cemeteries, sanctified objects, objects perform their religious functions.

Among the religious sacred sites, the sanctification of shrines as important objects of pilgrimage tourism is based on the religious beliefs and religious needs of our people in different historical periods.

The Ukrainian philosopher Yuri Zavgarodny believes that the object of study of sacred geography as the hierarchical organizational structures of sacred sites (sacred tones) is the dimension of the distance between the earth and the sky of one or another religious philosophical tradition. [2]

Religious-enlightened sacred areas are united into sacred landscapes. In fact, although the sacred sites are located separately, the surrounding areas are becoming more and more sacred. According to Y.A. Okhladniskova, the sacred areas are scattered parts of the sacred landscapes and include geographical topos - mountains, valleys, trees, passes, islands, lakes and others. At the same time, sacred areas are centers of religious activity, combining important areas of semantic areas of cultural landscapes. [3]

In fact, both aspects complement each other in the formation of the sacral regions. That is, religious sacred objects or areas are formed around the unique, unique objects of nature - hills, caves, springs, forests, rivers.

These are called holy places, which are considered sacred and worshiped by pious people. In almost all nations of the world, there are objects that have had the status of sacred and revered shrines since ancient times. In addition to the shrines that are being built in them (religious architectural sites, tombs, places of worship, exoms, ruins of buildings), there are many natural objects - mountains, trees, caves, individual stones in the desert, signs, reservoirs (springs, lakes, rivers, streams) and even some individual tree stones. The complex of sacred places and objects of religious reverence is an important part of the ancient culture of the people, and such objects are called sacred landscapes. They are a symbol of sacred history and are cultural, historical and religious sacred sites in all human-inhabited areas of the planet. In fact, the places where religious ceremonies are held within a man-made cultural landscape with a sacred object that performs religious functions form a sacred landscape.

The functions of religious sacred landscapes have evolved and improved over the centuries, depending on the formation of religious sacred sites, their territorial location, and the religious traditions and beliefs of ethnic groups. Accordingly, the following important functions of religious sacred landscapes are formed:

1. Spiritual cleanser. Religious sacred sites purify pilgrims spiritually. Through religious ceremonies, pilgrims feel free from sins and are spiritually renewed. Such functions are performed by holy shrines, mosques, shrines, temples.

2. Spiritual Purifier. Religious sacred objects play an important role in the spiritual development and purification of ethnic groups. Graves, cemeteries, shrines of saints and shrines play an important role in the spiritual purification of people. In such areas, pilgrims feel relieved by praying to God for forgiveness of sins and blessings, praying to God in front of the tombs of saints, religious figures and historical figures.

3. Forming religious beliefs. Religious sacred objects play an important role in the formation and development of ethnic groups, the achievement of certain cultures, spiritualities and beliefs. Mosques, temples, and madras as, which serve the entire world's religions, are formed by people performing holy deeds and participating in religious ceremonies dedicated to God and His prophets. Religious sacred objects, on the other hand, have been created by human hands as a place, a territory, for certain religions to abide by its laws, and are compatible with the concepts of "good" or "sin" and "taboo". Religious beliefs have been polished from generation to generation, ethnos to ethnos, and sacred objects have performed religious, spiritual, historical, social, economic and political functions during this period.

4. Providing ethnic traditional customs. All types of sacred objects have played a key role in the formation of different traditions and religious beliefs of ethnic groups in certain historical periods. Religious ceremonies of ethnic groups were performed in sacred areas. Such areas are home to a variety of sacred sites, such as sacred springs, tombs, and shrines, and religious ceremonies have contributed to the preservation of sacred sites and the formation of religious values. The rituals of Ramadan, Eid al-Adha, and Darshon, which have survived to this day and symbolize the religious beliefs of our people, are also performed directly in the religious sacred areas.

5. Protective function. Religious sacred objects are unique and distinctive objects of nature and are located near them. Such objects are also sanctified, have religious symbols, are protected as sacred objects created by God, and are turned into shrines and shrines. The springs in the

religious sacred areas are kept clean, its waters are considered medicinal, fish are not hunted, trees are not cut down, and serious attention is paid to environmental protection.

6. As a cultural object. All the religions of the world have led to the formation of a culture associated not only with faith but also with a particular religion. Islamic culture was formed on the basis of Islam. The Holy Kaaba, mosques, churches, temples, and reading rooms that serve the world's religions not only serve the religion, but also the development of the culture of different religions, and thus the world civilization.

7. Material support functions. Religious sacred sites have also provided material support for people throughout history. Markets, shops, and hotels were built around the shrines, shrines, and tombs.

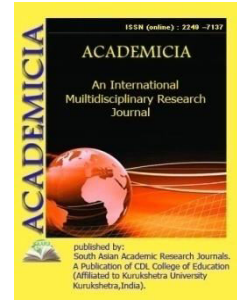
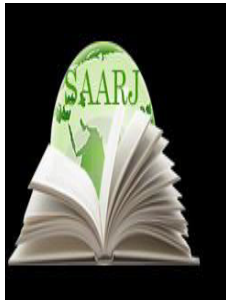
Trade infrastructure has been set up to provide visitors with food, clothing and other necessities. There is a social division of labor among the peoples living around the religious sacred areas. In ancient times, it provided food and clothing to mosques, tombs, the hungry, and villages and protected them. It is based on the values of compassion, humanity, care and kindness to people.

CONCLUSIONS

- Religious sacred objects as perfect products of the religion-ethnos-landscape trinity had a positive effect on the formation of sacred cultures in the sacralization of regions.
- Although religions have changed in history, the traditions formed under their influence have survived.
- Religious sacred sites serve as a place of recreation and tourism, the development of tourism, the preservation of religious traditions; spiritual values from generation to generation, the formation of religious and secular ideologies.

REFERENCES

- [1] Kuleshova M.E. (2002) Management of cultural landscapes and cultural heritage sites in national parks. – Moscow: From the center for wildlife conservation. – p. 105.
- [2] Zavgorodniy Yu. Sacred Geography and the Phenomenon of Pilgrimage: Secret and Overt? Access mode: [http // www.inst.ru / bio-sphere / 03-2 / Lavren.htm](http://www.inst.ru/bio-sphere/03-2/Lavren.htm).
- [3] Okladnikova E.A. (2014) Sacred Landscape: Theory and Empirical Research. Berlin: DirectMedia. – p. 230.



DOI: **10.5958/2249-7137.2021.01832.2**

ESTABLISHMENT OF SOVEREIGNTY AS A LEGAL INSTITUTE

Shavkat Gaybullaevich Asadov*

*DSc (Law), Professor,
Department of Legal basis of Public Administration and Structure,
Academy of Public Administration under the President,
Republic of UZBEKISTAN

ABSTRACT

This article aims to analyze the concept of sovereignty, its legal nature and its emergence as a legal category. The article is based on the norms of international law and national legislation on the concept of sovereignty. The analysis of the article refers to the scientific work of national and foreign scientists, their theoretical views. A number of proposals and recommendations have been developed based on normative legal acts and theories of scientists. The Westphalian Peace Treaty recognized the sovereignty of states over their territory. It was from this period that a number of thinkers of their time began to lay the scientific foundations for the consolidation of monarchical power and made a great contribution to the establishment of secular power. The content of sovereignty consists of socio-political and legal relations. These relations demonstrate the strong connection and interdependence of sovereignty with politics and law, as their interrelationships constitute the essence of both politics and law. The practice of international recognition (legitimization) of states or governments is evolving as opposed to the content of national state sovereignty. State sovereignty is formed on the basis of the absolute internal political processes of the state and is limited to the territory of the respective state.

KEYWORDS: *Sovereignty, Emergence Sovereignty, Legal Institute, Treaty Of Westphalia, Independence, Country, State, State Power.*

INTRODUCTION

The emergence of the concept of "sovereignty" has a long historical period and developed under the influence of socio-political factors. Uzbekistan reflected the concept of "sovereignty" in its Constitution based on the experience gained in the history of statehood. The Constitution of the

Republic of Uzbekistan begins with an important rule that declares and legally strengthens "Uzbekistan is a sovereign democratic republic".

"The concept of "sovereignty" in science was formed under the influence of important historical events that took place in the XVII century. In post-medieval Europe, the development of state-building, the relationship between state power and the religious stratum of society, and the Roman Catholic Church changed dramatically and paved the way for the emergence of a national ideology based on national statehood. Such cases could be observed in a number of European countries in the late Middle Ages, including Spain and England"[1, p. 66].

Main part. The monarchy was interested in pursuing an independent policy within the limits of its authority and sought to consolidate its throne separately from the Holy Roman Empire. By 1648, restrictions on church authority were legally enforced. Such a document was the Treaty of Westphalia (the Munster and Osnabruck Treaties), the first step towards the recognition of the secular sovereign rights of states. These documents are also regarded as an important agreement that laid the foundation for modern international law, which began to protect the sovereignty of any state, which is a necessary sign. The Westphalian Peace Treaty recognized the sovereignty of states over their territory. It was from this period that a number of thinkers of their time began to lay the scientific foundations for the consolidation of monarchical power and made a great contribution to the establishment of secular power. For example, the Italian philosopher and politician Machiavelli declared that "the interest of the state" (raison d'etat) was the highest political interest, which all other interests should be subordinated to him, but did not make a clear distinction between the ruler and the state. Although Machiavelli did not use the term "sovereignty," he argued that "the ruler is the possessor of supreme and inalienable state power".

The word "sovereignty" is derived from the old French word "soveranité", the root of which is Latin "suprematis" or "suprema potestas", meaning "supreme authority".

J. Bodin, who introduced the concept of "sovereignty" to science, described it as "the supreme authority (summa in cives et subditos legibusque soluta potestas) that is above the law and subject to free citizens." That is, it cannot be limited by any higher authority, by any law, for any period of time, and power is inseparable, unchangeable, and indefinite. Such authority is a necessary sign and an essential foundation of any state.

Sovereignty, in the modern sense, is the supreme, absolute, and indefinite power over citizens. Sovereign power, even if power is built on anti-democratic principles, acts on behalf of the people under the constitution and is exercised by public authorities [2]. Most states in their constitutions enshrined the sovereignty of the people, which obliges them to ensure the broad citizen participation in the administration of public affairs [3, p. 25].

The concept of "sovereignty". "Sovereignty" is a concept specific to the state and arises with it. Sovereignty is a historical phenomenon. "No concept in history has given rise to so many conflicting views as the notion of 'sovereignty' and has confused lawyers and political theorists" [4, p. 35].

The content of sovereignty consists of socio-political and legal relations. These relations demonstrate the strong connection and interdependence of sovereignty with politics and law, as their interrelationships constitute the essence of both politics and law. The fact that both the unity and the contradictions of political and legal relations are grouped in one category forms the

political and legal nature of sovereignty [5, p. 23]. "Society's instinct for self-preservation leads to the emergence of social power as a group of individuals who are interested and in need of each other. As a phenomenon that represents the essence of the perfect order that created ethnopolitogenesis and sociogenesis in the state, state power or sovereignty emerges in the process of historical formation from the beginning of power" [6, p. 18] .

According to V.E.Chirkin, "on behalf of the whole society, only the state authorities have the legal authority to apply legal and in many cases legitimate coercive and punitive measures" [7, p. 107].

Sovereignty is not only a special feature of state power, but also an important feature of the state. One of the most important constitutional principles of state power in Uzbekistan is the principle of state sovereignty.

A sovereign state will have its own independent and supreme state power in its domestic and foreign policy activities. Therefore, "when we talk about sovereignty and connect it with state power, we see state power only in one sense – as the supreme power" [8, p. 163].

L.Oppenheim had a similar view, describing sovereignty as "the complete independence of the state within and outside the country".

The main feature of a sovereign state power is its complete independence in domestic and foreign policy. The independence of a state power is reflected in the direct, indirect relations of that state with other states. Sovereignty is a common and integral feature of any independent state, which means that it has full rights and is not dependent on another state in internal and external affairs. A sovereign state decides its internal and external affairs as it wishes, without violating the rights of other states, as well as the principles and norms of international law.

The internal and external functions of the state are realized through the activities of the authorities. The nineteenth-century French jurist A. Esmen writes: "State sovereignty has two aspects: internal sovereignty or the right to rule over all citizens of a nation and even all persons living in a national territory (migrants temporarily residing in a state territory) and protection of territorial integrity and non-interference in the internal affairs of the state by external forces" [9, p. 160-167].

The sovereignty of state power within a country is closely linked to its independence outside it. State sovereignty states that it is also independent in international relations, in which case the state emerges as a full-fledged subject of international law. Uzbekistan's foreign policy is based on the sovereign equality of states and other universally recognized rules and norms of international law, as enshrined in its Constitution. The principle of sovereign equality of states is enshrined in the UN Charter as one of the recognized principles of international law.

Today, the principle of state sovereignty is the most important issue of international cooperation. The relations of all countries on earth are based on the principle of sovereign equality. As Yu.A. Tikhomirov said: "Sovereignty is an important criterion for sustainable demarcation and mutually beneficial cooperation" [10, p. 5]. In 1913, there were 57 states on Earth. So far, their number has exceeded two hundred. In other words, in the second half of the twentieth century, the number of states on the planet tripled. This factor itself, in our time, socio-political development is inextricably linked with the right of peoples to self-determination, the attainment of state independence and the use of state-legal form of public life. The right of nations to self-

determination, that is, the right to self-determination without the interference of foreign states, is the basis of state sovereignty. However, the word is not in the numerical figures, moreover, the number of states is likely to increase significantly in the future. It is also important that the range of functions performed by states has expanded, the role of law in all spheres of public life, including economic life, has increased. Consequently, there is a growing emphasis on the role of sovereignty as a necessary feature of state power. This process takes different forms and leads to different consequences in different countries. But everywhere the problem of sovereignty is at the heart of the social and political system of this society.

The above views on the role of sovereignty in the domestic law of states also apply to the role and place of sovereignty in international law. Sovereignty plays an important role in a legally recognized system of international relations and interaction. State sovereignty and international law are closely intertwined, because, firstly, the basis of the international community is sovereign states, and secondly, the international order itself is based on the agreement of states. Of course, it is impossible to ignore the global and regional international organizations that play an important role in the development of international law, but they are also the result of the coordinated activities of sovereign states or a group of states. Historical developments in the second half of the twentieth century have shown that the scientific (doctrinal) critique of state sovereignty is not appropriate for the transition to a "world community above states".

Results and discussions. The views of a number of Uzbek scholars on the theory of sovereignty are also noteworthy: "It is sovereignty that is the primary condition and sign of independence of a particular state" [11, p. 15]. As Academician Sh.Z. Urazaev noted: "Sovereignty is a necessary factor for the state to pursue an independent and effective policy. The participation of society and the state in economic, political, ideological and other global processes, at the same time, implies the strengthening of state sovereignty, its effective reflection in the activities of state institutions [12, p. 102]. B.L. Manelis recognizes that "State sovereignty is a principle that represents all aspects of the existing state" [13, p. 54-55]. According to Professor H.T. Odilkoriev, "the sovereignty of the people plays a central role in the combination of the peculiarities of each type of sovereignty. Sovereignty implies the supremacy and unity of power, and its documents and decisions are binding on all authorities, citizens and all individuals on the territory of the state in general (except, of course, those with diplomatic immunity) [14, p. 47]. According to Professor Z.M. Islamov, "Sovereignty is the supremacy of public and political power in a subordinate territory and its independence from the authorities that rule outside this territory" [15, p. 15].

Statehood and state sovereignty are the determining factors in the formation of the principles of foreign political ideology. The realization of their national interests by a nation without a state and sovereignty recognized by the international community will be limited. In this sense, we consider it necessary to emphasize that national interests have taken precedence in the principles of foreign policy of our state, created with the participation of the First President of the Republic of Uzbekistan.

In short, sovereignty is an institution consisting of a system of political and legal relations characterized by territorial integrity, full independence of the state in external and internal affairs, and the authority of the state and government, ensuring self-government.

The doctrine of sovereignty is directly related to the nature of state power and the basic forms of its exercise. In the eighteenth and nineteenth centuries, the term "semi-sovereign" was applied to

countries in the form of a protectorate state that depended on other states. L.Oppenheim acknowledges that today, in addition to full sovereignty, there are also "semi-sovereign" states. In doing so, he draws attention to the relativity of the concept of "sovereignty". Today, the concept of limited sovereignty and many related concepts have changed the nature of sovereignty for some time. While sovereignty, expressed only by the concept of "de jure", means that it is limited, de facto sovereignty means the real exercise of power in the respective territory. Sovereignty can also be divided into types such as territorial Souveränität (relative to the legally acquired territory) and Gebietshoheit (de facto occupation of the territory) [16] .

Only the power of the ruling state, which holds power in its entirety, is a basic condition for the state to have true sovereignty. Such signs are embodied in the Constitution of the Republic of Uzbekistan. State sovereignty means the priority and independence of state power. These are reflected in the domestic and foreign policies of state activity in appropriate forms.

The centralization of power itself presupposes the existence of a single subject of power. No two sovereign powers can function in the same state at the same time, side by side with each other. State power must be self-expressive, have specially organized bodies and apparatus to carry out its activities. The state is the only organization that establishes law and order in society and ensures their implementation in appropriate forms. Therefore, the state uses various forms of involving citizens in public decision-making to ensure democratic governance [17, p. 41].

According to the French scientist B. Badi, "the state has the most powerful capabilities that can be used in the security process. The main subject of security should be the state" [18]. Indeed, human society has not yet created a better structure than the state in ensuring its own security.

The rise of terrorism in the world, its development from the local to the international level, the practice of branding an entire state or government as a "terrorist state" in recent years, accusing some nation-states of supporting, financing and committing acts of terrorism by the international community is taking root. It is interference in the internal affairs of nation-states and direct interference in the sovereignty of states through the imperative norms and mechanisms of international law. The slogan of the struggle for peace in international law serves as a factor in limiting and violating the sovereignty of the state.

According to V.Y.Lyubashits, "only sovereignty is the basis for mutual cooperation, interstate tolerance, domestic political stability, as well as the provision and protection of legal, cultural and ethnic interests" [19, p. 264].

CONCLUSION

In recent years, there have been changes in the institution of recognition, which has become a tradition in the international arena. The practice of international recognition (legitimization) of states or governments is evolving as opposed to the content of national state sovereignty. State sovereignty is formed on the basis of the absolute internal political processes of the state and is limited to the territory of the respective state. We think that showing the influence of external factors and forces on it contradicts the essence of "sovereignty".

Another threat to the sovereignty of nation-states is the intensification of the activities of non-governmental non-profit, trade, human rights, transnational, irregular military, and other borderless social and humanitarian organizations. These international organizations do not belong to any state and their activities are not based on a clear border across the region. It is no

coincidence that K.Schmitt did not emphasize the following: "The era of statehood has come to an end. So there is no need to talk about it much anymore. The model of political solidarity, as a monopoly on political decision-making, an example of the European way of life and Western civilization, has now been overthrown" [20, p. 30].

Based on the above, it can be said that the following processes and factors affect and threaten the sovereignty of the state in our time:

first, the processes of globalization entering a new stage;

secondly, the practice of recognition by the international community (the state, the government and the peoples and nations fighting for freedom) is becoming a priority form (legitimacy), contrary to the unity and sovereignty of state power;

thirdly, the forms of self-awareness in the national statehood are in crisis with the introduction of new forms of mass power;

fourth, non-governmental non-profit organizations are gaining full legal capacity as political actors on an international scale.

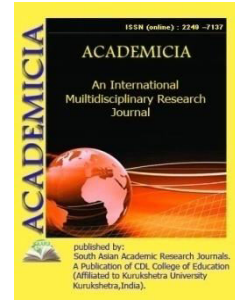
Summarizing the above, it can be concluded that the concept of "sovereignty" is not an institution of one discipline, but a category of "Theory of State and Law", "Constitutional Law", "International Law" and "Political Science". "Theory of State and Law" studies the essence and legal nature of sovereignty, "Constitutional Law" studies sovereignty as an integral institution of the nation-state, and "International Law" as an important principle of interstate relations. In "Political Science", sovereignty is used as a means of ensuring the balance of political processes.

Although it has not been long since science introduced sovereignty into scientific circulation, it is possible to focus on a relatively three-stage developmental period, depending on the purpose of its application. First, the period of sovereignty of the monarch (XVI-XVII centuries), second, the period of the emergence of people's sovereignty (XVIII-XX centuries), third, the period of influence of modern international law on sovereignty (second half of the XX century). Today, the role of sovereignty in the "information age" is becoming increasingly important.

REFERENCES:

1. Asadov Sh.G. The concept of sovereignty: essence and content // Bulletin of Karakalpak State University. 2019. - №2. (43)
2. Malberg square. Contributions to the general theory of the state. Paris, 1920. T. I.
3. Yuldoshev A. E.. Urgent issues of ensuring the right of citizens to participate in the management of public and state affairs // Журнал правовых исследований. - 2020. - Т. 5. - №. 11.
4. Maritain J. Man and the State / per. from English T. Lifintseva. - M., 2000.
5. Vikhrov A.A., Salnikov M.V., Adamiyan G.A., Biktasov O.V. The concept and essence of sovereignty. Bulletin of the St. Petersburg University of the Ministry of Internal Affairs of Russia., 2005. - No. 3 (27).

6. Kotov A.K. State sovereignty of the Republic of Kazakhstan: political and legal analysis of the formation and problems of national-state development: abstract of thesis. ... Doctors of Law: Almaty, 1994.
7. Chirkin V.E. State science. - M., 2012.
8. Pozdnyakov, E. A. Philosophy of State and Law / E. A. Pozdnyakov. - M.: Polygraph-Service, 1995.
9. Esmen A. Basic principles of state law: Translation from French. Newest freedom, principles and institutions. T. 1 / Esmen A., prof. Paris. jurid. fac .; Ed. and with a foreword: M.M. Kovalevsky; Per .: N. Konchevskaya. - M .: K.T. Soldatenkov, 1898.
10. Tikhomirov Yu. A. Legal sovereignty: spheres and guarantees // Journal of Russian law., 2013. - No. 3.
11. Abboskhuzhayev O., Umarova N., Kuchkorov R. Conflict in ideological training grounds. - T .: Akademiya, 2007.
12. Urazaev Sh.Z. Constitution of independent Uzbekistan. - T .: Adolat, 1993.
13. Manelis B.L. The problem of sovereignty and its significance in modern conditions. Tashkent: Nauka UzSSR, 1964. (305 p.)
14. Adilkariev Kh.T. The new Constitution is a great symbol of the sovereignty of Uzbekistan. - T .: Adolat, 1993.
15. Islomov Z., Zhuraev Zh. Historical-legal, scientific-theoretical aspects of the relationship between international law and the national legal system // Bulletin of TSU. - 2006, issue 5. (Islomov Z., Jo'raev J. Historical-legal, scientific-theoretical aspects of the relationship between international law and the national legal system // Bulletin of TSIL. - 2006, Issue 5.)
16. Knight E.-H. On the territorial dimension in the European Constitution / E.-H. Ritter // Journal for Political and European Studies (ZSE): Journal for Comparative Government and European Policy. - 2003. - Vol. 1, N 2. - P. 240-250.
17. Yuldoshev A. State and prospects of harmonization of legislative acts with the institutions of civil society in Uzbekistan // Review of law sciences. 2020. Badie B. La fin de territoires. P., 1996, 318 p.
18. Lyubashits V.Ya. State power: paradigm, methodology and typology / V.Ya. Lyubashits, A. Yu. Mordovtsev, A. Yu. Mamychev - M .: Yurlitinform, 2013.
19. Schmitt K. The concept of the political // Questions of sociology., 1992. - № 1.



DOI: **10.5958/2249-7137.2021.01810.3**

CORRUPTION: A CHALLENGE FOR THE NATION

Vikesh Kumar*

INDIA

ABSTRACT

In this paper an attempt has been made to identify the impact of Corruption in our society. The first section deals with the meaning of Corruption and second section focuses on agencies of anti-corruption, while the third section highlights the anti-corruption measures and the last section of the paper dwells upon conclusion. The nation lost \$ 213 billion (roughly Rs.9.7 lakh crore) in illegal capital flight between 1948 and 2008. However, over \$125 billion (Rs.5.7 lakh crore) of that was lost in just is decade between 2000-2008, according to a study by Global Financial Integrity (GFI). The Commission receives complaints against corruption and malpractices directly from the aggrieved citizens. It can also gather information about the same from press reports, audit reports, various department/enterprises concerned, allegation made by Member of Parliament and Reports of Parliamentary committees.

KEYWORDS: *Corruption, its Challenges and remedies*

INTRODUCTION

“Power corrupts and absolute power corrupts absolutely”.-Lord Acton¹²

Corruption is now recognized to be one of the world's gravest challenges. It is a major hindrance to sustainable development, with a disproportionate impact on poor communities and is corrosive on the very fabric of society. Corruption is not only an enemy of development; it is also an antagonist of democracy. Over the past few decades, rampant corruption has bred contempt for the law. The failure of the law to catch the corrupt and deliver deterrent punishment to them has led to wide spread cynicism among the people. It has also resulted in a decline in moral values across society.¹⁷

Kautilya, the author of “arthashastra” described 40 different kinds of corruption in his book. He remarked: “Just as it is impossible to taste honey or poison when it is at the tip of the tongue, so it is impossible for a government servant not to eat up a bit of revenue. And just as it cannot be

found out whether a fish swimming through water drinks or not, so government servant cannot be found out while taking money for themselves.”¹⁵

Meaning of Corruption

According to David H. Bailey, “Corruption is a general term covering misuse of authority as a result of consideration of personal gain, which need not be monetary.”⁷

Corruption is a term with many meanings, but generally it entails misusing one’s office/authority for a private gain or unofficial end. It involves both a monetary and non-monetary benefit. Bribery, extortion, nepotism, scams, fraud, ‘hush money’, and opportunism readily spring to mind.⁴

Power+ Discretion-Accountability + Responsibility = Corruption

National Scenario

Corruption in India is a consequence of the nexus between bureaucracy, politics, judiciary and criminals. It is not an exaggeration to talk about corruption terms of a crisis or a cancer endangering India’s society, democracy and economy. There has been a drastic increase in transactions at Central, State and Local Governments, which creates opportunities for corruption.

Corruption is a cancer, which every Indian must strive to cure. Many new leaders when come into power declare their determination to eradicate corruption but soon they themselves become corrupt and start amassing huge wealth. Thus, the number of ministers with an honest image can be counted on fingers.¹

Corruption in Indian Context

India is losing nearly Rs.240 crore every 24 hours, on average, in illegal financial flows out of the country. The nation lost \$ 213 billion (roughly Rs.9.7 lakh crore) in illegal capital flight between 1948 and 2008. However, over \$125 billion (Rs.5.7 lakh crore) of that was lost in just is decade between 2000-2008, according to a study by Global Financial Integrity (GFI). These “illicit financial flows,” says GFI, “were generally the product of corruption, bribery and kickbacks ,criminal activities and efforts to shelter wealth from a country’s tax authorities.” The GFI study makes two vital points amongst others that will surely stock ongoing debate in the country. One: the drain bloated massively in the era of economic liberalization and reforms starting with 1991. Two: “high net- worth individual and private companies were found to be primary drivers of illicit flow out of India’s private sector.” Conversely, “India’s underground economy is also a significant driver of illicit financial flows.” Thus, India has lost nearly half-trillion dollars in illegal financial flows out of the country. “International Transparency Report” (IT) indicates that India has 74th rank in World [Corruption Ranking 2011.](#)²¹

Impact of Corruption

Globally, there is a general consensus amongst most academics and policy makers that the debilitating effects of corruption permeate through all aspects of public life. Several studies have shown that corruption not only stifles growth, it also perpetuates inequalities, deepens poverty, causes human sufferings, dilutes the fight against terrorism and organised crime, and tarnishes India’s image globally. The impact of corruption is multifold, encompassing: political costs, economic costs, social costs, environmental costs and issues of national security.

(a) **Political Costs:** The political costs of corruption are manifested in weakened public trust in political institutions, reduced political participation, perversion of the electoral process, restricted political choices available to citizens and loss of legitimacy of the democratic institution and democracy itself.

(b) **Economic Costs:** Corruption reduces economic efficiency by misallocation of resources in favour of rent-seeking activities, increasing the cost of public transactions, acting as an additional tax on business thereby reducing foreign direct investment, reducing genuine business competition.

(c) **Social Costs:** The effect of corruption on the social fabric of society is perhaps the most alarming damage of all. It undermines people's trust in the political system, its institutions and leadership. Corruption distorts the value systems and wrongly attaches elevated status to occupations that have rent seeking opportunities. This results in a disillusioned public, a weak civil society, which attracts unscrupulous leaders to political life. Eventually, there is a risk that demanding and paying bribes could become the norm.

(d) **Environmental Costs:** Environmental degradation is an indirect but serious consequence of corrupt systems. Environmentally devastating projects are given preference in funding, because they are easy targets for siphoning off public money into private pockets.

(e) **Issues of national security:** Corruption within security agencies can lead to a threat to national security, including through distortion of procurement, recruitment of incompetent persons, providing an easy route for smuggling of weapons and terrorist elements into the country and money-laundering.¹⁴

Anti-Corruption Agencies

India has a number of institutions at the Federal, State and local level with authority to deal with allegations of corruption. Each state is responsible for setting up local anti-corruption agencies that have powers to investigate cases of corruption involving public officials at state level. The most important anti-corruption institutions are discussed below:

There have been many legislative and administrative reports to combat menace of corruption in India. Public servants in India can be penalized for corruption under the Indian Penal Code, 1860 and the Prevention of Corruption Act, 1988. The Benami Transactions (Prohibition) Act, 1988 prohibits benami transactions. The Prevention of Money-Laundering Act, 2002 penalises public servants for the offence of money laundering. India is also a signatory (not ratified) to the UN Convention against Corruption since 2005. The Convention covers a wide range of acts of corrupt proposes certain preventive policies.²⁷

The Former Prime Minister Lal Bahadur Shastri in 1964, set up the “*Santhanam Committee*” to review the problem of corruption and give suggestions to make existing measure and, machinery more effective.⁸

Central Bureau of Investigation (CBI)

The CBI was set up in 1963 by a resolution of the Ministry of Home Affairs. Presently it is under the Ministry of Personnel, Pension & Public Grievances and enjoys the status of an attached office. The CBI consists of three divisions: *the Anti-Corruption Division, the Special Crimes Division, and the Economic Offences Division*. These units have the power to investigate cases of

alleged corruption in all branches of the central government, ministries, public sector entities and the Union Territories. The CBI does not have the power to investigate cases in the States without the permission of the respective state government. However, the Supreme and High Courts can instruct the CBI to conduct investigations. In 2008, the CBI launched a successful corruption awareness campaign via text message in collaboration with telecom service providers in Delhi and Mumbai. The CBI has a *whistleblower/complaint mechanism* on its website, where corruption can be reported.²

Central and State Vigilance Commission (CVC&SVC):

The CVC is an independent watchdog agency established in 1964. While CVC was neither a constitutional nor a statutory body, before August 1998 Act, this ordinance has given the CVC wide ranging power to supervise the functioning of investigation agency like the CBI and Enforcement Directorate and recommend appointment of their heads. The jurisdiction and power of the Commission cover all the employees of the Central Government, all the employees of Public Undertakings, Corporate bodies and Delhi Metropolitan Council etc. however, its present jurisdiction is limited to the gazetted officers and officers of equivalent status only. It advises on individual vigilance cases relating to higher civil servants. It has not power to probe into the cases of political corruption. The Commission receives complaints against corruption and malpractices directly from the aggrieved citizens. It can also gather information about the same from press reports, audit reports, various department/enterprises concerned, allegation made by Member of Parliament and Reports of Parliamentary committees. The Commission submits its annual report to both Houses of Parliament. Various States have also on the pattern of CVC, established State Vigilance Commissions in the 1964, with similar functions as that of the CVC.¹⁰

Lokpal and Lokayukta:

The Administrative Reforms Commission of 1966 to recommend the creation of two special authorities designated as Lokpal and Lokayukta. The Lokpal was intended to deal with complaints against administrative acts of ministers and secretaries at Central & State level, and the Lokayukta (in every state) would deal with complaints against other specified higher officials. There is no institution of Lokpal at Central level in India.

According to [*Global Integrity Report 2009*](#), the Lokpal Bill (Ombudsman Bill) was introduced to the Parliament eight times but every time failed to become law. The draft of Lokpal Bill 2010 was sent to Prime Minister Manmohan Singh and chief ministers (every state) in December 2010; however, no answer has been received.²⁵

On this issue, Many a time thousands of citizens marched in Delhi to protest against corruption, and demand for an effective anti-corruption law and the passage of the Lokpal Bill. One important issue came in existence that is Anna Hazare's campaign (Jan Lokpal Bill) against corruption. This bill recommends some measures to combat the corruption:

- There should one single act be provided for both the Lokpal in the Centre and Lokayukta in all States.
- The Prime Minister should be brought within the purview of the Lokpal.

- The Judge of the Supreme Court/ High Court should be brought within purview of the Lokpal
- Whether Articles 311 & 320(3)(c) of the constitution notwithstanding, members of Civil Service of the Union or an All-India Service or a Civil Service of the State be subject to enquiry and disciplinary action including dismissal by the Lokpal/Lokayukta, as the case should be.
- The definition of the Lokpal and should it itself exercise quasi-judicial powers also or delegate these powers to its subordinates officers.
- There should be a Citizen Charter in each department/organization at Centre, State and Local Levels.

These recommendations of Jan Lokpal Bill have accepted by the Parliament in Monsoon Session (August, 2011).¹⁹

Comptroller and Auditor General (CAG):

The Constitution of India (Article 148) provides for an independent office of the Comptroller and Auditor-General of India (CAG). He is the head of the Indian Audit and Account Department. He is the guardian of the public purse and controls the entire system of the country at both levels-the centre and State. His duty is to uphold the Constitution of India and laws of Parliament in the field of financial administration. This is the reason why Dr B.R. Ambedker said that the CAG shall be the most important officer under the Constitution of India. He is one of the bulwarks of the democratic system of government in India; the other being the Supreme Court, Election Commission and the Union Public Service Commission.³

The occasion of the initiation of year-long celebrations to mark 150th years of the institution, the CAG has sought to improve the accountability of the executive by producing several reports on various subjects, including state departments, railways, telecommunications, state-owned companies, tax administration and big corruption as 2G scam (\$38.6 billion) and Commonwealth Games (\$1.5 billion). These reports have revealed many financial irregularities in various branches of the centre and state; however, the government allegedly often fails to act on the findings of the reports.²²

Supreme Court and High Court:

The [*Bertelsmann Foundation 2010*](#) reports that secondary powers, such as the Supreme and High Courts, have become more proactive in carrying out their duties. Judges have displayed unprecedented activism in response to Public Interest Litigation over official's corruption,

environmental issues, and other matters, and this expanded role has received considerable public support. The Supreme Court has been taking and tackling corruption seriously in recent years, both in general and political domains. The Supreme Court has challenged the legislative decisions of ministers and the exercise of powers to pardon politically connected individuals based on 'arbitrary' and 'irrelevant' considerations.

The judiciary exercises control over administration, politician, Abuse of authority and corruption events through the following methods or techniques: as Judicial Review, Public Interest Litigation (PIL), Judicial Activism, Gram Nyayalaya and Extraordinary Remedies.²⁴

Parliament and Its Committees:

The Parliamentary system of government prevalent in India is based on the principle of collective responsibility. It means that the ministers are responsible to the parliament for their policies and actions. Thus, the legislative control over administration under such a system is only indirect, i.e. through ministers. The officials (administrators) cannot be held responsible to the parliament directly. They take shelter behind the principle of ministerial responsibility and remain anonymous. In other words, it is the minister who assumes responsibility for the actions of the administrators working under his ministry/ department.

The Parliament exercises control over administration, politicians, judiciary and departmental corrupt events through the executive in the following ways:

1. General control over the policies and actions of the government through questions, discussions, motions and resolutions.
2. Financial control through budget and audit.
3. Detailed control (as Parliament rules and functions) through committees; Public Account Committee (PAC), Estimates committee, Joint Parliamentary committee (JPC) etc.⁹

The Chief Information Commission (CIC)

The Chief Information Commission (CIC) was established in 2005 and came into operation in 2006. It has delivered decisions instructing government, courts, universities, police, and ministries on how to share information of public interest. State information commissions have also been opened, for giving practical shape to the Right to Information Act 2005 (RTI Act), although they have not been immune to criticism. Of India's 28 states, 26 have officially constituted information commissions to implement the RTI Act. Nine states pioneered access to information laws before the RTI Act was passed. One state has complimented the quality of law, but mourned the 'lukewarm response of a largely unaware citizenry'. According to the Transparency Reviews regularly published by the [Centre for Media Studies](#), however, awareness has been increasing towards the end of 2008.⁶

The Role of Civil Society

Over the past decades, civil society organizations (Voluntary or non-governmental organizations) have been playing a more effective role in the fight against corruption, and the importance of their involvement is increasingly recognized. Civil society organizations represent most of all, an important contribution for citizen involvement in governance and policy processes. Such involvement can exert pressure on power holders in a country and can provide valuable feedback about the effectiveness of anti-corruption measures.¹³

Anti-Corruption Measures:

It is not possible in any short treatise to dwell upon all the possible strategies for combating corruption. A holistic analysis would demand a focus on socio-cultural, economic, political, administrative, legal-judicial and even technological aspects of reforms in the government system. So the country has not yet reached the point of no return. A set of measures which can be helpful are given:

- Corruption is a multi-dimensional problem having legal, political, economic, psychological, and administrative appearance. There is the need of an effective integrated approach.
- There is a quick need to provide Constitutional status to institutions, such as Ombudsman (Jan Lokpal Bill, 2010) at the Centre and State level.²³
- The Central Vigilance Commission (CVC) should prevent misuse of discretion and corruption by politicians as well as administrators.
- The work load of the CBI has of-late increased being the premier investigation agency in corruption cases. It should be made autonomous and be staffed with competent and honest officers.
- Corruption will flourish until the general mass of people resists it with determination and strength. There is the need to provide and build healthy public opinion against corruption.
- The root cause of proliferation of corruption seems to be the complicated procedures of the government offices. These procedures need to be evaluated and simplified. Delays must be prevented and officials made fully responsive to the needs of all people.
- The salary structure should be fair, so that employees can fulfill their basic needs without resorting to corrupt practices.
- There are several rules and instructions dealing with Government servants:

All India Services (Conduct) Rules, 1954

Central Civil services (Conduct) Rules, 1955

Railway Services (Conduct) Rules, 1956

In this regard Justice H.R Khanna has observed: “The present condition of rules of conduct or declaration of assets cannot assure rectitude among ministers and other members in the public life. What is needed is a climate of strong public opinion wherein none may dare to deviate from the path of rectitude. The ramparts of a clean and healthy administration are within the hearts of people; laws can only punish occasional lapses.”¹⁶ So effective implementation of Conduct Rules is required.

- The fountain head of corruption in India is election fund .It has to be made more rational. Donations to political parties should be made more transparent. There is a need of quick reforms in Election system of India.
- A system of performance appraisal of public servants and rewards appropriate to their performance may help reduce illegal money transaction. The present system automatic promotion, annual increments and the like, based on seniority should be scraped to ensure efficiency, discipline, honesty and integrity.
- The complicated and confusing laws should be amended. The judicial system must become active to prevent further erosion of national ethos and ethics. The Indian Prime Minister, Manmohan Singh expressed concern over growing incidents of corruption in

judiciary and said “judiciary should bring accountability and transparency in its functioning”, on the occasion of inauguration of Third Conference of Chief Justices and Chief Ministers at Vigyan Bhawan. Chief Justice of India R.C. Lahoti declared the year 2005 as the “Year of

Excellence in Judiciary” and said there will be no place for any corrupt or indolent in the system.⁵

- Rules and Legal provisions should be amended to enable immediate and exemplary prosecution and removal of corrupt officials without recourse to any political protection.
- Elimination of corruption in public services should address preventive, surveillance and deterrent punishment and deal ruthlessly with the nexus of officials with criminal elements and venal political functionaries.
- Adoption of Code of Conduct and Ethics not only for civil servants but also all public functionaries, media, political parties, professionals, and the corporate sector based on constitutional principle and moral values.
- Transparency and accountability in matters of public finance should also be promoted. Specific requirements are identified for the prevention of corruption in particularly vulnerable areas of the public sector, such as the judiciary and public procurement. Those who use public services are entitled to expect a high standard of conduct from their public servants.
- Preventing public corruption also requires an effort from members of society at large. For these reasons, the Convention calls on countries actively to promote the involvement non-governmental and community-based organizations, and to raise both public awareness of corruption and what can be done to combat it.²⁶
- A reason for India’s ineffective anti-corruption strategy is lack of political will. There is indeed, political will is the critical ingredient for an effective anti-corruption strategy because the political leaders must demonstrate their commitment by providing- (1) adequate resources for combating corruption, (2) comprehensive anti-corruption laws, (3) an independent anti-corruption agency and (4) punishment for those found guilty of corruption, regardless of their status or position in society.¹¹
- There is now a vast accumulation of Audit Reports is submitted over the years both at Centre and the State level, and not all the matters reported upon have been discussed in Parliament or in the State Legislatures or in the media. There is need to properly use of Audit Report in all avenues.²⁰
- The Civil Society Organisation (Voluntary or non- governmental organisations) plays an important role in the welfare & development; and these days like as governance and corruption (Jan Lokpal Bill 2010). There is a need to Constitutional assistance for strengthen of Civil Society.¹⁸
- The issues of black income (a sum of \$ 1500 billion (Rs 67, 50,000 crore) Indian money has been stashed in Swiss bank account alone) also at high places have come to attract considerable attention from civil society at large. Some eminent social activists, including a yoga guru, have started serious campaigns for the eradication of this scourge. The demand for getting back money believed to be stacked in Swiss bank accounts has been getting louder by the day.

CONCLUSION

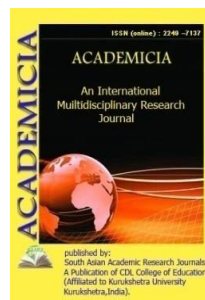
Corruption is an intractable problem. It is like diabetes, can only be controlled, but not totally eliminated. It may not be possible to root out corruption completely at all levels but it is possible to contain it within tolerable limits. Honest and dedicated persons in public life, control over electoral expenses could be the most important prescriptions to combat corruption. Corruption has a corrosive impact on our economy. It worsens our image in international market and leads to loss of overseas opportunities. Corruption is a global problem that all countries of the world have to confront, solutions; however, can only be home grown.

We need reforms in almost all walks of life. Above all we need a strong political will to curb it, an efficient and responsible judicial system to meet out exemplary punishment on guilty persons. The attitude towards corruption and corrupt people need to be changed. It should not be tolerated but also restricted, and then only we can make an equitable society with progressive outlook. The time has now come now to root it out from its roots.

REFERENCES

1. Aftab Alam (2003) "Crisis of governance" Raj Publication, New Delhi, p-245
2. Annual Report, 2009-2010, Ministry of Personal, Public Grievances and Pension, GOI
3. B.L. Fadia (2009) "Public Administration" Sahitya Bhawan Publication, Agra, p-642
4. Broadcasting, govt. of India, 2001, New Delhi
5. Chinhamo, Obert; Shumba, Gabriel (2007) "Institutional working definition of corruption", Anti-Corruption Trust of Southern Africa
6. Hindustan Times, September 16, 2004
7. <http://www.transparency.org/publications/globalreport/gcr 2008>
8. Ibid, p-456
9. M. Laxmikanth (2003) "Public Administration" Tata McGraw hill's, New Delhi, p-221
10. M. Laxmikanth (2010) "Public Administration" New Delhi, p-202
11. M. Laxmikanth, op.cit. p-222
12. Quah, J.S.T. (2004) "Best Practices for Curbing Corruption in Asia", Governance Brief, 11:14, <http://www.adb.org/Documents/Periodicals/GB/GovernanceBrief11.pdf>
13. R. K. Arora (2003) "Challenging Corruption in the India Public Service Governance and Decentralization" New Delhi: Mittal Publication, p-105
14. Richard Holloway (2006) "NGO Corruption Fighters' Resource Book – How NGOs can use monitoring and advocacy to fight corruption", Geneva
15. S.L. Goel (2002) "Public Financial Administration" Deep & Deep Publication, New Delhi
16. S.L. Goel (2002) "Public Financial Administration" New Delhi: Deep & Deep Publication, p-452
17. S.L. Goel, op.cit. p-468

- 18.** The Directorate of Advertising and Visual Publicity, Ministry of Information & Broadcasting, Govt. of India, New Delhi, March, 2001
- 19.** The Hindu, August 8, 2011, p-12
- 20.** The Hindu, August 28, 2011, p-1
- 21.** The Hindu, January 12, 2011, p-11
- 22.** The Hindu, November 18, 2010, p-11
- 23.** The Hindu, November 25, 2010, p-10
- 24.** The Hindu, July 30, 2011, p-1
- 25.** The Bertelsmann Foundation, 2010
- 26.** Times of India, January 2011
- 27.** UNITED NATIONS HANDBOOK ON PRACTICAL ANTI-CORRUPTION MEASURES FOR PROSECUTORS AND INVESTIGATORS, 2004, Vienna
- 28.** Yahoo! India News – April 12, 2011



DOI: **10.5958/2249-7137.2021.01833.4**

THE NEGATIVE EFFECT OF CORONAVIRUS INFECTION ON 2020 YEAR BUDGET REVENUES (ON THE EXAMPLE OF BUKHARA REGION OF THE REPUBLIC OF UZBEKISTAN)

Toyirov Dilshod Shuxratovich*

*General Directorate "Budget Revenues,
Bukhara regional khokimiyat Finance,
Strengthening the base and inter-budgetary relations" Department,
UZBEKISTAN
Email id: dilitoyirov.@mail.ru

ABSTRACT

This article discusses the impact of the spread of coronavirus infection on budget revenues in 2020. Measures developed to address the negative effects of the pandemic on the economy will be analyzed. As of May 15, 2020, the amount of fines and penalties on land tax and property tax of micro-firms and small enterprises from January 1, 2020 amounted to 518.0 million soums of 10557 enterprises. Deferral or installment payment of taxes by enterprises in Bukhara region in accordance with the Decree of the President of the Republic of Uzbekistan dated March 19, 2020 PF-5969 "On priority measures to mitigate the negative impact of the coronavirus pandemic and the global crisis on the economy" Applications were received from 417 business entities. Also this year of the President of the Republic of Uzbekistan. Pursuant to Decree No. PF-5978 of 3 April 2020, the following interest-free deferrals (installments) were granted until 1 October 2020, notifying the tax authorities.

KEYWORDS: Budget, Revenue, Coronavirus, Budget Impact, Measures.

INTRUDUCTION

In order to ensure macroeconomic stability, uninterrupted operation of industries and sectors of the economy, effective social support of the population, to prevent a sharp decline in incomes in the fight against coronavirus infection and other global threats, the President of the Republic of Uzbekistan PF-5969 "On priority measures to mitigate the negative impact on sectors of the

economy” and PF-5978 “On additional measures to support the population, sectors and businesses during the coronavirus pandemic”.

MATERIAL AND METHODS

In accordance with the requirements of these Decrees, in order to organize the work of the regional commission and coordinate the activities of regional headquarters, to prevent the negative impact of local coronavirus infection on industries and sectors of the economy, to study the problems, submit relevant proposals and conclusions to the regional Council of People's Deputies. and a Secretariat was set up under the districts to receive and analyze applications for delays (installments) in local taxes from businesses.

RESULTS AND DISCUSSION

Deferral or installment payment of taxes by enterprises in Bukhara region in accordance with the Decree of the President of the Republic of Uzbekistan dated March 19, 2020 PF-5969 "On priority measures to mitigate the negative impact of the coronavirus pandemic and the global crisis on the economy" Applications were received from 417 business entities. These applications were considered in the prescribed manner, and in accordance with the decisions of the Regional Council of People's Deputies, 379 taxpayers in Bukhara region were provided with tax benefits totaling 5.2 billion soums. Including: President of the Republic of Uzbekistan March 19, 2020 according to the Decree No. PF-5969, a total of 201 enterprises received 4.0 billion soums on property and land taxes for 6 months without interest, (property tax on 166 enterprises - 1.6 billion soums, land tax - 176 2.3 billion soums were taxed to 139 enterprises, 54.5 million soums were taxed to 139 enterprises for the use of water resources. Also this year of the President of the Republic of Uzbekistan. Pursuant to Decree No. PF-5978 of 3 April 2020, the following interest-free deferrals (installments) were granted until 1 October 2020, notifying the tax authorities. To 178 business entities that have suspended their activities a total of 1.2 billion soums, including 69 enterprises on property tax 0.8 billion soums to 75 enterprises on land tax, 0.4 billion soums to 155 enterprises on water use tax Privileges were provided for 14.1 million soums.

The main share of the above benefits falls on hotels, tour operators, transport, restaurants, catering and enterprises that have ceased operations or revenues from the sale of goods (services) decreased by more than 50% compared to the average monthly amount in the first quarter of 2020.

In addition, legal entities engaged in the leasing of small businesses, markets and shopping malls, cinemas, catering establishments, public transport, sports and health facilities, as well as passenger transport, consumer services, premises, including banquets As a result of exemption from property tax and land tax for the period from June 1 to September 1, 2020, 3.9 billion soums were left at the disposal of 1949 entities. As of May 15, 2020, the amount of fines and penalties on land tax and property tax of micro-firms and small enterprises from January 1, 2020 amounted to 518.0 million soums of 10557 enterprises.

Social tax rate for micro and small enterprises (except for excisable producers, state-owned enterprises and legal entities with a state share of 50% or more in the charter capital) for the period from May 1 to July 1, 2020)

As a result of the reduction from 12% to 1%, 13,412 enterprises were left with 20.3 billion soums. As a result of the suspension of the collection of existing debts on taxes, fines and penalties for violations of tax legislation in micro and small enterprises as of May 15, 2020 until September 1, 2020, 6824 business entities Compulsory collection of existing tax debts amounting to 37.5 billion soums has been suspended. As of May 15, 2020, the State Tax Service has returned about 15.6 thousand collection orders worth 15.3 billion soums from the bank accounts of 2,729 micro and small enterprises in the banking institutions. As of May 15, 2020, the State Tax Service has returned about 22,000 payment orders worth 24.1 billion soums executed in 4,121 service banking institutions. Due to the above factors and large enterprises, by 2020

In the 2nd quarter, budget revenues received a total of 512.6 billion soums (from large taxpayers - 102.8 billion soums).

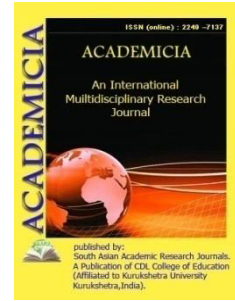
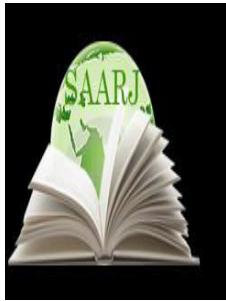
Compared to the corresponding period of 2019 (1086.3 billion soums) decreased by 573.7 billion soums. Also, in the first half of 2020, the budget revenues received a total of 1132.6 billion soums (from large taxpayers - 235.2 billion soums), compared to the same period in 2019 (2129.0 billion soums) 996.4. billion soums.

CONCLUSIONS

In summary, starting from January 1 this year, tax revenues of the largest taxpayers in the region (Bukhara Oil Refinery LLC, Gazlineftgazkazibchikarish U.K., all commercial banks in the region) have been transferred to the republican budget and coronavirus infection has entered the region. led to a decrease in funding in the first half of 2020 compared to the same period last year.

REFERENCES

1. Decree of the President of the Republic of Uzbekistan dated March 19, 2020 "On priority measures to mitigate the negative impact of the coronavirus pandemic and the global crisis on the economy"
2. Decree of the President of the Republic of Uzbekistan PF-5978 "On additional measures to support the population, sectors of the economy and businesses during the coronavirus pandemic."
3. Mahkamova M., Masteyeva I., Yuldasheva N. Iqtisodiyot asoslari. O'quv qo'llanma. Toshkent. 2007.
4. Alberto Alesina and Roberto Perotti. Budget Deficits and Budget Institutions. From the book Fiscal Institutions and Fiscal Performance <https://doi.org/10.7208/9780226676302-003>



DOI: **10.5958/2249-7137.2021.01834.6**

THE URGENCY OF ATTRACTING INVESTMENT TO BANKS

Shakhnoza Esonovna Abdullaeva*

*Lecturer,
Fergana State University,
UZBEKISTAN

ABSTRACT

The article discusses the importance, significance and goals of introducing domestic and foreign capital into the banking system. In general, attracting foreign investment plays an important role in the introduction of new technologies, increasing the country's economic potential, strengthening its competitiveness in the world market and the introduction of advanced management methods. The effectiveness of this financial institution, which is engaged in raising and managing funds at the state level, depends on how much investment will be attracted. It is expedient to approach the issue of attracting investments to banks from two perspectives. Banks are also creating additional convenience. For example, TBC Bank has no restrictions on the minimum amount of the deposit, nor on how to replenish the deposit or withdraw money from the account. It is also possible to capitalize interest in the bank.

KEYWORDS: *Depositor-Investor, Online Services, Online Deposit, Foreign Investments, Subsidiary Bank Of A Foreign Bank.*

INTRODUCTION

When analyzing a country's financial sector, special attention is paid to its budgetary and tax system, as well as monetary policy. Currently, the activities of banks play a significant role in the monetary system. The effectiveness of this financial institution, which is engaged in raising and managing funds at the state level, depends on how much investment will be attracted. It is expedient to approach the issue of attracting investments to banks from two perspectives. From the first point of view, investing in banks' savings accounts is a form of attracting investment in the banking sector, ie the depositor is represented as an investor. However, not all depositors consider themselves investors. However, not only personal interests, but also the interests of the bank are reflected in the deposit. There are a number of advantages to making such an investment in the banking sector:

- Simplicity of the procedure for registration of documents;
- Ability to deposit a small amount;
- Reliability;
- Availability of deposit guarantee.

The only downside is the low rate of return compared to other sources of mobilization. Nevertheless, depositing money in banks is the most reliable and alternative form of investment.

The Main Findings and Results

In turn, the banks are working to attract depositors and investors. An example of this is the introduction of various forms of deposits. Especially in the digital economy, the introduction of online forms of banking services is attracting the attention of many customers. Among the online services, online deposits are convenient in terms of time and security, allowing you to save time by visiting a bank branch, waiting in line, signing a number of documents. In addition, you do not have to visit the bank again to extend the term of the deposit, receive interest or replenish the account. With an online deposit, all of this can be done over the phone in minutes.

Currently, 21 out of 32 banks operating in Uzbekistan have the opportunity to open an online deposit.

Bank name	Interest rate	Term	The minimum amount	Opportunity to replenish and withdraw the deposit account
“Ipak yo‘li bank”	20%	12 month	1 mln.	Just fill up
<u>HamkorBank</u>	18%	13 month	1 mln.	Just fill up
“Universalbank”	18%	18 month	100 thousand.	—
“Agrobank”	17%	13 month	500 thousand.	Filling / removing
<u>Asia Alliance Bank</u>	17%	13 month	500 thousand.	—
“Aloqabank”	17%	24 month	50 thousand.	Filling / removing
“Asaka”	17%	13 month	3 thousand.	Filling / removing
<u>InFinBank</u>	17%	15 month	1 mln.	Just fill up
“Ipoteka-bank”	17%	12 month	1 mln.	—
“Kapitalbank”	17%	24 month	500 thousand.	Filling / removing
“Trastbank”	17%	24 month	500 thousand.	Just fill up

<u>“Turonbank”</u>	17%	18 month	1 mln.	Filling / removing
<u>TBC Bank</u>	17%	–	–	Filling / removing
<u>“Narodniy bank”</u>	17%	18 month	100 thousand.	–
<u>“Mikrokreditbank”</u>	17%	12 month	500 thousand.	Just fill up
NBU	17%	18 month	100 thousand.	Just fill up
<u>“Uzpromstroybank”</u>	17%	12 month	3 mln.	Filling / removing
<u>“Poytaxt” bank</u>	17%	36 month	5 mln.	Filling / removing
<u>“Savdogarbank”</u>	17%	6 month	500 thousand.	Just fill up
<u>“Savdogarbank”</u>	16%	300 day	10 mln.	–
<u>Ravnaq Bank</u>	17–14 %	36 month.	500 thousand.	Just fill up

As can be seen from the table, one of the advantages of online deposit is the high interest rate. If the maximum rate of ordinary deposits is 18%, online annual rates can be as high as 20%. At present, “Ipak Yuli Bank” has deposits at a rate of 20%. The remaining cases are standard contracts with a term of six months to two years, at 17% per annum. The money can be placed on the deposit based on the minimum amount set by the bank. This demand varies from 100,000 to 1 million soums.

Now it is possible not only to replenish the deposit, but also to withdraw funds at any time. The opportunity to replenish the deposit online is available in 16 banks.

Banks are also creating additional convenience. For example, TBC Bank has no restrictions on the minimum amount of the deposit, nor on how to replenish the deposit or withdraw money from the account. It is also possible to capitalize interest in the bank. Each month, the principal amount of the deposit is multiplied by the interest rate and the rate for the following month is determined by the amount formed. However, refunds can only be made using a TBC card.

Many banks require a debit card to withdraw the deposit amount. However, based on the tendency to turn the bank into a universal product for the consumer, some banks are creating the opportunity to use any card.

Such opportunities are aimed at attracting depositors to banks, and at the same time are bearing fruit. Although the money deposited in savings accounts is not large, it is expedient to consider it as an important source of money, as they say, “Drop by drop will be a lake.”

Analyzing from the second point of view, any organization can carry out its activities at the expense of both internal and external sources. The external source is, therefore, foreign capital, intended to attract foreign investors. While the conditions of a particular bank are taken into account when attracting depositors and investors, the conditions at the national level are taken

into account when attracting foreign investors, ie the existence of a favorable investment climate, political, social and financial stability in the country. Therefore, it is more important to attract foreign investors than to attract depositors. In general, attracting foreign investment plays an important role in the introduction of new technologies, increasing the country's economic potential, strengthening its competitiveness in the world market and the introduction of advanced management methods.

Currently, foreign investors rely on the rating of commercial banks when choosing one or another solution for investing capital, which is a very important indicator today. The positive assessment of the activities of all commercial banks in the country by international rating agencies serves as the basis for attracting foreign investment in the amount necessary for economic growth.

Foreign investment in the banking system can be attracted for the following purposes:

- authorized capital of banks in order to strengthen the resource base and expand lending opportunities;
- opening of credit lines;
- investments in the form of funds of joint ventures;
- Establishment of representative relations with foreign banks to expand banking services.

Currently, many banks with foreign capital are operating in Uzbekistan. A bank with foreign capital is a bank in which the participation of foreign investors is at least thirty percent of the total authorized capital. In this case, one of the foreign investors will be a legal entity. To these banks:

- Hamkorbank (Holland)
- Savdogarbank (Germany)
- KDB Bank Uzbekistan (South Korea)
- UT bank (Turkey)
- Invest Finance Bank
- Ziraat bank Uzbekistan (You can add turkeys).

In addition, a bank registered in the territory of a foreign state is a non-resident bank, and a bank formed by a non-resident bank with full charter capital is a subsidiary bank of a foreign bank. The subsidiary bank of "Soderot" Bank of Iran in Tashkent, the Republic of Uzbekistan, is a subsidiary bank of a foreign bank, the charter capital of which is formed entirely by a non-resident bank.

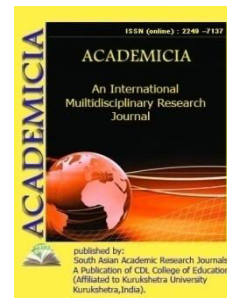
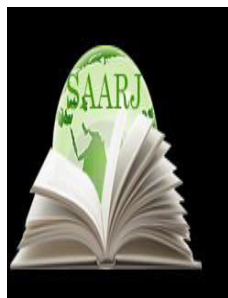
CONCLUSION

In short, despite the large inflow of foreign investment in the banking sector, the increase in its assets, the achievement of a high level of business culture, the introduction of new technologies and the creation of the necessary infrastructure, their participation in the financial market will also increase domestic investment.

REFERENCES:

1. No. ZRU-580 "On Banks and Banking" (new edition), November 5, 2019.
2. <https://bankvabiznes.uz/2021/01/30/2021-onlayn-omonatlar/>
3. Gulyamov S.S., Ayupov R.H. Fundamentals of digital economy and e-commerce. Tashkent: TMI, Economy and Finance Publishing House, 2020.
4. Tokhirov, R., & Rahmonov, N. (2021). Technologies of using local networks efficiently. *Asian Journal Of Multidimensional Research*, 10(6), 250-254.
5. Khudoiberdiev Z.Ya. Development of training systems for entrepreneurship (on the example of small and medium-sized businesses of the Republic of Uzbekistan). Tashkent, 2002.
6. Pulatov, G., Ganiev, S., & Karimova, G. POSSIBILITIES OF INFORMATION TECHNOLOGIES IN ENSURING THE QUALITY OF EDUCATION.
7. Mulaydinov, F. M. (2019). Econometric Modelling of the Innovation Process in Uzbekistan. *Форум молодых ученых*, (3), 35-43.
8. Бутабоев, М. Т., & Каримов, У. У. (2020). ПЕРЕХОД К «ЗЕЛЁНОЙ ЭКОНОМИКЕ» И ОСОБЕННОСТИ ЕЁ РАЗВИТИЯ В УЗБЕКИСТАНЕ. *Интернаука*, 23(152 часть 2), 41.
9. Baltabaeva G.R. and others. Directions of innovative development in small business and entrepreneurship. Tashkent, Science and Technology Publishing House, 2018.
10. Nishanbaeva E.Z. Principles of civil society and social partnership. Tashkent, "Sharq", 2015.
11. Каримов, У. У. (2017). РОЛЬ СРЕДСТВ МАССОВОЙ ИНФОРМАЦИИ В ПРОЦЕССЕ ГЛОБАЛИЗАЦИИ. In *Перспективные информационные технологии (ПИТ 2017)* (pp. 1189-1192).
12. Sayitkhonov A. THE IMPORTANCE OF INNOVATIVE ACTIVITIES OF YOUTH TO ENTREPRENEURSHIP //Theoretical & Applied Science. – 2020. – №. 1. – С. 38-41.
13. Butaboev, M. T., & Karimov, U. U. (2020). «ЗЕЛЁНАЯ ЭКОНОМИКА». МИРОВОЙ ОПЫТ И ОСОБЕННОСТИ РАЗВИТИЯ В УЗБЕКИСТАНЕ. *Theoretical & Applied Science*, (2), 704-710.
14. Karimov, U., & Abdurakhmon, A. (2017). INNOVATIVE INFORMATION TECHNOLOGY IN EDUCATION. *Форум молодых ученых*, (5), 9-12.
15. Khakimov N.H., Ganiyev B.S., The Role Of Studying The Strategy Of Action In Choosing A Professional Direction (Taking Into Account The Formation Of Entrepreneurial Qualities) In Students // *Scientific Bulletin of Namangan State University*. - Namangan, 2019. № 7 - P. 296-303.
16. Azizov, O. (2021). Developing small business and entrepreneurship through the transition to the digital economy. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(4), 1132-1139.
17. Khasanov I. M. Essence, Mission And Value Of Entrepreneurship Activity //The American Journal of Management and Economics Innovations. – 2021. – Т. 3. – №. 02. – С. 38-45.

18. Ayupov R.Kh., Baltabaeva G.R. Problems and solutions for the formation of an innovative economy in Uzbekistan. Tashkent, Economy and Finance Publishing House, 2015.
19. Xasanov, I. M. (2019). Problems of employment in Uzbekistan. *Образование и наука в России и за рубежом*, (16), 156-158.
20. Mulaydinov, F. (2021). Digital Economy Is A Guarantee Of Government And Society Development. *Ilkogretim Online*, 20(3), 1474-1479.
21. Karimov, U., & Abdurakhmon, A. (2017). INNOVATIVE INFORMATION TECHNOLOGY IN EDUCATION. *Форум молодых ученых*, (5), 9-12.
22. Ulmasov A., Vakhobov A. Iqtisodiyot nazariyasi. Toshkent, "Sharq", 2006.
23. Sarikov Z., Mamatov M. Iqtisodiyot va biznes asoslari. Toshkent, "Sharq", 1997.
24. Bozarov, D. M., & Karimova, G. Y. (2021). ROLE OF THE SELF-ORGANIZATION MODEL IN COMPLEX SOCIAL SYSTEMS. *Oriental Journal of Social Sciences*, 1-9.
25. Karimov, U. U. (2021). Scientific and Theoretical Foundations of the Formation of the Social Environment in the Family. *Oriental Journal of Social Sciences*, 37-40.



DOI: **10.5958/2249-7137.2021.01835.8**

BASICS OF PRE-CONSCRIPTION MILITARY TRAINING SUBJECT

Samariddin Alikulovich Axatov*; **Umidjon Maxamadjonovich Akhmatkulov****

*Head Teacher,
Head of Methodological Training Cycle,
UZBEKISTAN

**Teacher,
Fergana state university, Military training faculty,
UZBEKISTAN

ABSTRACT

In this article, we have reviewed the suggestions, opinions and comments on the organization and implementation of the pre-conscription military training, and we are convinced of this once again. Science, subject, normative documents, which have their basis in today's world, are eternal. Because they have their reasons. Any science that has a basis is an immutable law. Given that the subject of organization of pre-conscription military training is also based on a number of normative documents of the Republic of Uzbekistan, the subject of organization of pre-conscription military training will serve for many years to educate young people in the spirit of military patriotism.

KEYWORDS: *Pre-Conscription Military Training, Constitution, Normative Document, Military, Protection, Armed Forces Of The Republic Of Uzbekistan, Military Training, Military Education, Structure Of The Armed Forces, Security, State, Democratic, Republic, Duty, Defense.*

INTRODUCTION

First of all, for knowing this theme, we need to pay attention normative legal document in the Republic of Uzbekistan.

The main normative document of the Republic of Uzbekistan is the Constitution of the Republic of Uzbekistan. If this normative document is the main normative document of the Republic of Uzbekistan, then how does the subject of pre-conscription military training relate to this basic

normative document? We are well aware that the Constitution of the Republic of Uzbekistan consists of 6 sections, 26 chapters and 128 articles.

THE MAIN PART

It is obvious that we are faced with the question of whether pre-prescription military training are not mentioned in any of the chapters and articles of the Constitution of the Republic of Uzbekistan. How do we find the answer to the above question? In this regard, we refer to the Constitution of the Republic of Uzbekistan and look at its history. Historical documents, which are sealed in the destiny of every nation, are important because they have served for the development of the nation and the strengthening of the foundations of statehood. It was a turning point in the history of the Uzbek people, the result of the struggle for independence, the significance of centuries among the legal documents are the Declaration of Independence, the Resolution "On the Declaration of State Independence of the Republic of Uzbekistan", the Law "On the Foundations of State Independence of the Republic of Uzbekistan" and, of course, our Basic Law - we speak of our Constitution with special respect. The Constitution, which is a symbol of an independent statehood, is first and foremost the face of the nation, the expression of the will of the people and the basis for the development of society. The idea, basic principles and provisions of our Constitution adopted in order to build a new democratic system, embody the values of our people, formed over thousands of years, along with universally recognized international requirements.

The period of creation of our Constitution, which has a special place in the world constitutional practice, that is, the draft of which has been twice discussed in public, coincided with a series of very complex historical processes. The need to adopt the Constitution of our country in a short period of time has increased the responsibility. The emergence of independent experience in the field of state building, the need for a completely new approach to public administration, the need for a completely new legal regulation of social relations were among the complex factors influencing the adoption of the Constitution.

The complex social relations that emerged in the political system of Uzbekistan in the 1990s brought serious challenges to the country's leadership. To pursue a policy as an independent state, to gain the attention of the world community, to ensure the peace of the country's social life, to improve inter-ethnic relations clarifying issues such as economic development and the formation of a foundation for spiritual growth, as well as the responsibility to create its legal basis were among the first tasks facing the state.

In June 1990, at the second session of the Supreme Soviet of the Republic, a constitutional commission was established to prepare a new draft constitution. Taking such a bold political step in the days of the former empire required great courage and bravery.

During this period, radical changes took place in the political life of Uzbekistan: the institutions of the presidency and government were introduced, the one-party system - the ruling communist ideology - was abolished, changed forms of ownership, freedom of thought and freedom of conscience were established.

Nevertheless, the members of the constitutional commission were tasked with finding and analyzing the correct answers to these questions. The Chairman of this Constitutional Commission, the First President of the Republic of Uzbekistan I.A.Karimov, carefully

considered each article and provision of the draft Constitution and foresaw the new constitutional system, the future and destiny of our country.

The commission decided to put the draft constitution to public discussion, and it was published in the press on September 26, 1992. The public discussion of this project was very intense and held in the general public. Following the proposals, the draft Constitution was published for the second time on November 21, 1992. As a result, more than six thousand suggestions and comments were made, and a number of corrections and clarifications were made to the project.

The views expressed by our people have further enriched the content of the Constitution. It should be noted that this process, which has affected the fate of millions of members of our society, has become an example of political activism.

Historical date - December 8, 1992 at the eleventh session of the Supreme Council of the Republic of Uzbekistan the Constitution of the Republic of Uzbekistan was adopted.

Constitution of the Republic of Uzbekistan consists of introduction, 6 sections which are "Basic principles", "Fundamental rights, freedoms and duties of human and citizen", "Society and the individual", "Administrative-territorial and state structure", "Organization of state power", "The procedure to entre changes for constitution" and 128 articles, 26 chapters.

By adopting our Constitution, our people have demonstrated to the world community their commitment to universal values. In the focus of these universal values, the main idea of our Constitution has been to ensure that the protection of the human person, his life, liberty, honor, dignity and other inalienable rights is the supreme responsibility of our state. All the principles of our Constitution are primarily aimed at protecting the rights and freedoms of human and citizen, and the obligation of the state is reflected in the provision of these rights and freedoms.

In article 52 of our Constitution: "Protection of the Republic of Uzbekistan is the duty of every citizen of the Republic of Uzbekistan. Citizens are required by law to perform military or alternative service. " If the protection of the Republic of Uzbekistan is the duty of every citizen of the Republic of Uzbekistan, what should we pay attention to? First of all, are our citizens ready for such an honorable duty? What is the essence of this training and where to start?

Article 52 of our Constitution urges us to protect the Republic of Uzbekistan. What do you think where should we start preparation? There is a saying among our people, "Knowledge acquired in youth is like a seal carved in stone." So, with our eyes wide open, we need to focus all our efforts on defending our country and making it more prosperous.

As our young people are brought up in the spirit of patriotism in secondary schools and secondary special, vocational education institutions, the subject of pre-conscription military training is the main help for them in this regard. It is only through this science that they receive the necessary education from military training and acquire the information they are interested in. Chapter 16 of the Constitution of the Republic of Uzbekistan focuses on defense and security is one of the main chapters. This chapter is enriched with the necessary fashion, for example, in article 125: "The Armed Forces of the Republic of Uzbekistan shall be formed to protect the state sovereignty and territorial integrity of the Republic of Uzbekistan, the peaceful life and security of the population." So, where is the reserve of the Armed Forces of the Republic of Uzbekistan and who is responsible for it? Again, we will have to resort to the subject of pre-conscription military training. The structure and organization of the Armed Forces shall be

determined by law. So who and what do we need to build and organize the Armed Forces? First of all, we need military specialists with thorough military knowledge, Where do they get their basic knowledge? Of course, they will acquire military knowledge through in-depth study of the subject of pre-conscription military training from secondary schools and secondary special, vocational education institutions, and their interest in this subject will lead them to higher military education.

Article 126 of the Constitution of the Republic of Uzbekistan begins: "The Republic of Uzbekistan has sufficient armed forces to ensure its security."

It should be noted that the support of the Republic of Uzbekistan is a constitutional duty of every citizen of the Republic of Uzbekistan. To ensure the state security of the Republic of Uzbekistan, the Ministry of Defense, the Ministry of Internal Affairs, the National Guard, the Ministry of Emergency Situations, the State Security Service, the State Security Service of the President of the Republic of Uzbekistan, the Ministry of Justice and other ministries operate in our country.

The Constitution of the Republic of Uzbekistan, which is the main encyclopedia, clearly states the principles of defense, security and military service in several articles and in Chapter XXVI.

Article 1. Uzbekistan is a sovereign democratic republic. Both names of the state "the Republic of Uzbekistan" and "Uzbekistan" shall be equivalent.

Article 3. The Republic of Uzbekistan shall determine its national-state and administrative-territorial structure, its structure of state authority and administration, and shall pursue its home and foreign policies.

The state boundary and the territory of Uzbekistan shall be inviolable and indivisible.

Article 125. The Armed Forces of the Republic of Uzbekistan shall be formed to defend the state sovereignty and territorial integrity of the Republic of Uzbekistan, peaceful life and security of its population.

The structure and organization of the Armed Forces shall be specified by law.

Article 126. The Republic of Uzbekistan shall maintain the Armed Forces to ensure its security at a level of reasonable sufficiency.

Article 16. None of the provisions of the present Constitution may be interpreted in a way detrimental to the rights and interests of the Republic of Uzbekistan. None of laws or normative legal acts may run counter to the norms and principles of the Constitution.

Article 17. The Republic of Uzbekistan shall have full rights in international relations. Its foreign policy shall be based on the principles of sovereign equality of states, non-use of force or threat of its use, inviolability of frontiers, peaceful settlement of disputes, non-interference in the internal affairs of other states and other universally recognized principles and norms of the international law.

The Republic may form alliances, join unions and other interstate organizations or withdraw from proceeding from the ultimate interests of the state and the people, their well-being and security.

Article 52. Defense of the Republic of Uzbekistan is the duty of every citizen of the Republic of Uzbekistan. Citizens shall be obliged to perform military or alternative service in the procedure prescribed by law.

Based on the above ideas and comments, we should focus on educating young people in the spirit of military patriotism. Of course, the science that helps us first is pre-conscription military training subject.

RESEARCH AND RESULTS

A number of scientific studies were conducted to improve and develop the science of pre-conscription military training. An example of this is the new national program of pre-conscription military training. This article provides information on the basics of pre-conscription military training science and research on how to do it. It has been proved on the basis of theoretical knowledge that the subject of pre-conscription military training is an integral part of the Armed Forces of the Republic of Uzbekistan. Because this science is the main reserve of the Armed Forces of the Republic of Uzbekistan and serves to fill it with knowledgeable, educated youth. In today's rapidly changing world, it is necessary to educate young people in the spirit of military patriotism, to bring them up in the future as defenders of the homeland, and we must do a lot of research in this area. We cannot fully explain the essence of this subject to young people before the call without studying the basics of the subject of re-conscription military training.

What is the basics of pre-conscription military training? In order to find an answer to the question, we must first conduct scientific research. In this regard, we refer to the Constitution of the Republic of Uzbekistan (Constitution of the Republic of Uzbekistan, Article 1). Uzbekistan is a sovereign democratic republic. Both names of the state “the Republic of Uzbekistan” and “Uzbekistan” shall be equivalent. Living in such a huge country, of course, we have to think about protecting it. This first article can be considered as the basis of the pre-conscription military training. But we need to substantiate this scientifically (Constitution of the Republic of Uzbekistan, Article 52). Defense of the Republic of Uzbekistan is the duty of every citizen of the Republic of Uzbekistan. Citizens shall be obliged to perform military or alternative service in the procedure prescribed by law. Defending the Republic of Uzbekistan is, of course, the duty of every citizen of the Republic of Uzbekistan. But first we need to prepare them to defend the Republic of Uzbekistan. It has been proved on the basis of theoretical knowledge that the subject of pre-conscription military training is an integral part of the Armed Forces of the Republic of Uzbekistan. Article 52 of the Constitution of the Republic of Uzbekistan proves that this science is the main reserve of the Armed Forces of the Republic of Uzbekistan and serves to fill it with knowledgeable, educated youth.

Article 125. The Armed Forces of the Republic of Uzbekistan shall be formed to defend the state sovereignty and territorial integrity of the Republic of Uzbekistan, peaceful life and security of its population.

The structure and organization of the Armed Forces shall be specified by law.

Article 126. The Republic of Uzbekistan shall maintain the Armed Forces to ensure its security at a level of reasonable sufficiency.

Scientific research and results have shown that the subject of pre-conscription military training has been proved on the basis of theoretical knowledge that it is an integral part of the Armed Forces of the Republic of Uzbekistan.

CONCLUSION AND RECOMMENDATIONS

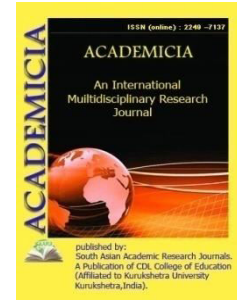
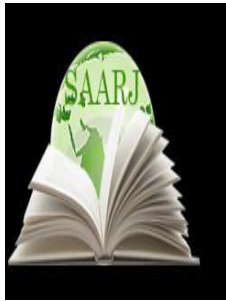
In conclusion, this article provides information on the basics of pre-conscription military training. In the introductory part of the article it is stated that the main normative document of the Republic of Uzbekistan is the Constitution of the Republic of Uzbekistan, and it is stated that the subject of pre-conscription military training operates on the basis of this normative document. The main part of the article is about the fact that our people have shown to the world their commitment to universal values through the adoption of our Constitution. At the same time, the Constitution of the Republic of Uzbekistan includes some articles that form the basis for the organization of pre-conscription military training.

I am confident that this article will serve as a basis for the development of pre-conscription military training.

REFERENCES:

1. The Constitution of the Republic of Uzbekistan. Tashkent, 1992.
2. Law of the Republic of Uzbekistan "On Defense". 2001.
3. Law of the Republic of Uzbekistan "On general military duty and military service". 2002
4. Curriculum "Pre-conscription military training for young people ". 2017.
5. "Regulations on pre-conscription military training of adolescents". 2014.
6. Abdurakhmonova, M. M., ugliMirzayev, M. A., Karimov, U. U., & Karimova, G. Y. (2021). Information Culture And Ethical Education In The Globalization Century. *The American Journal of Social Science and Education Innovations*, 3(03), 384-388.
7. Karimov, U., & Ergasheva, D. (2020). EDUCATIONAL ISSUES IN THE PERIOD OF AMIR TEMUR AND TEMURIDS. *Теория и практика современной науки*, (5), 18-20.
8. B.Ziyomhammadov. Pedagogy. Study guide. Tashkent, 2006.
9. Каримов, У. У. (2017). РОЛЬ СРЕДСТВ МАССОВОЙ ИНФОРМАЦИИ В ПРОЦЕССЕ ГЛОБАЛИЗАЦИИ. In *Перспективные информационные технологии (ПИТ 2017)* (pp. 1189-1192).
10. Каримов, У., & Каримова, Г. (2018). ГЕОПОЛИТИЧЕСКАЯ КОНКУРЕНЦИЯ В ИНФОРМАЦИОННОМ ПРОСТРАНСТВЕ. In *Перспективные информационные технологии (ПИТ 2018)* (pp. 1368-1372).
11. Каримов, У., Хакимова, Д., & Тулкинов, З. (2018). ЗАДАЧИ ПОСТРОЕНИЯ ГРАЖДАНСКОГО ОБЩЕСТВА. *Теория и практика современной науки*, (10), 193-195.
12. Kodirova Z.R., Sharipov A.J., Alimasov V.A., Karimova E.G., Madaeva Sh.O. Socio-philosophical issues of increasing the social activity and tolerance of young people. Tashkent, 2006.

13. Каримов, Ў., & Каримова, Г. (2021). АХБОРОТ ОҚИМИ ВА АХБОРОТ МАДАНИЯТИНИНГ ШАКЛЛАНИШ ТЕНДЕНЦИЯЛАРИ. *Scientific progress*, 2(3), 743-750.
14. Каримов, У. (2017). ИНФОКОМТЕХНОЛОГИИ (ИКТ) ФОРМИРОВАНИЕ ДУХОВНЫХ ХАРАКТЕРИСТИК ЛИЧНОСТИ. In *Перспективные информационные технологии (ПИТ 2017)* (pp. 1160-1163).
15. National Idea: Propaganda Technologies and Glossary of Terms (Team of Authors). Tashkent, 2007.
16. Mukhamadqodirovich R. A. The role of mass media in the history of the period of independence //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – Т. 10. – №. 4. – С. 356-359.
17. Рафикова, Д. К., & Каримова, Г. Ё. (2020). ЁШЛАРНИ ИЖТИМОЙ ФАОЛЛИГИНИ ОШИРИШДА ҚАДРИЯТЛАРНИНГ АҲАМИЯТИ. *ПЕРЕКРЁСТОК КУЛЬТУРЫ*, 2(1).
18. Normatova, D. E. (2021). The Development Of Socio-Philosophical Thought In Western Europe On The Eve Of The End Of The Renaissance. *The American Journal of Social Science and Education Innovations*, 3(03), 371-377.
19. Каримова, Г. Ё. (2018). РОЛЬ КОНСТИТУЦИИ В ПОСТРОЕНИИ ПРАВОВОГО ГОСУДАРСТВА И ГРАЖДАНСКОГО ОБЩЕСТВА. *Теорияипрактикасовременнойнауки*, (2), 161-163.
20. Karimov, U. U. (2021). Scientific and Theoretical Foundations of the Formation of the Social Environment in the Family. *Oriental Journal of Social Sciences*, 37-40.
21. Normatova D. E. THE SOCIAL AND MORAL VIEWS OF MICHELLE ECKEM DE MONTEN //Scientific Bulletin of Namangan State University. – 2019. – Т. 1. – №. 10. – С. 184-187.
22. Kirgizboev M. Civil society: theory and foreign experience. Tashkent, 2006.



DOI: **10.5958/2249-7137.2021.01836.X**

CIVIL-LEGAL REGULATION OF EDUCATIONAL SERVICES

Djumagul Anvarovna Dadaboeva*

*PhD on Legal Sciences (Candidate of Legal Sciences),
Head of the Personnel Department, Fergana State University,
UZBEKISTAN

ABSTRACT

The article examines the views of a number of scientists who have conducted research in the development of the sphere of educational services. Including, this article examines the civil law regulation of educational services. The purpose of a typical educational service is also, of course, to ensure that the learner has knowledge and skills. However, the current legislation does not specify these requirements and conditions in the legal regulation of educational services. The role of the educational service in raising the level of knowledge of the population, increasing literacy of people in various fields of education and knowledge is invaluable. In addition, the education service plays a special role in the training of qualified personnel. Liberal changes in the education system in recent years, the expansion of the participation of private educational institutions in preschool education, school education, secondary specialized and higher education are associated with radical reforms in the educational service. Based on this requirement, laws are adopted that regulate relations in the field of education. In particular, on September 23, 2020, the Law of the Republic of Uzbekistan "On Education" was adopted, the purpose of which is to regulate relations in the field of education.

KEYWORDS: Education, Education Efficiency, Innovation, Educational Services, Educational Level Of The Population, Civil Society, Educational Institutions.

INTRODUCTION

The development of science and modern technologies is one of the priorities for the implementation of the socio-economic development of the Republic of Uzbekistan, in order for the Republic of Uzbekistan to enter world markets and take a worthy place there, it is necessary to form an economic system that can produce competitive products that will be widely used in

scientific achievements. For the impeccable fulfillment of this responsible task, much attention is paid to the rapid development of domestic science and the personnel training system.

In modern market conditions, the education system of the republic has shown its stability, flexibility, resistance to social changes. Uzbekistan is one of the few developing countries where the population is practically absolutely literate. According to the UN, the literacy level of the adult population of Uzbekistan and the overall enrollment rate in higher education are higher than the level of developed countries not only with average, but also with high values of human development.

The role of the educational service in raising the level of knowledge of the population, increasing literacy of people in various fields of education and knowledge is invaluable. In addition, the education service plays a special role in the training of qualified personnel. As the President of Uzbekistan Sh. Mirziyoyev noted, "building a democratic state based on the rule of law, we must improve the training of lawyers who have a good education, high qualifications, meet international standards and are sincerely devoted to their profession"[1].

Therefore, in order to improve the quality of education, it is important to pay attention to non-state education, along with state education, while strengthening the legal framework for educational services, and implementing educational services on the basis of civil law contracts. In this case, it is advisable to use the contracts of paid services available in civil law.

Main Part

Indeed, the provision of educational services occupies a special place among the types of paid services. This is due to the fact that three parties are simultaneously involved in this type of service: the customer - the performer - the student (student, listener, etc.). Along with the conclusion of an agreement for the provision of educational services, the customer and the contractor determine the conditions for training, that is, the acquisition of certain knowledge, skills and abilities of the consumer of educational services. The purpose of a typical educational service is also, of course, to ensure that the learner has knowledge and skills. However, the current legislation does not specify these requirements and conditions in the legal regulation of educational services. In most cases, the main goal of an educational service provider is not to educate the student and improve his or her skills and abilities, but mainly to involve the student at a specific time and fulfill his or her contractual obligations. As a result, both the student and the recipient of the educational service can work with the performer only at the appointed time, which negatively affects the acquisition of relevant knowledge. The solution to this problem is the task of direct jurisprudence. This should include the individualization of contracts between the customer and the performer, the continuation or non-renewal of the contract based on monitoring the knowledge of students at certain stages, the phased implementation of educational services and ensuring the quality of the performer at certain stages. Such an approach to civil law regulation of educational services will improve the quality, increase responsibility and accountability of the educational service provider and, most importantly, increase the knowledge and skills of users of this type of service.

Usually the term "educational service" refers to the activities of non-state educational institutions. However, at present there are state and non-state types of educational services. Public education services are provided by public institutions in this area, including the Ministry of Higher and Secondary Specialized Education, the Ministry of Public Education, the Ministry

of Preschool Education, the Academy of Sciences and various schools, institutes, academies and universities under various ministries and institutions of Republic Uzbekistan.

Nowadays, the legal regulation of educational services is carried out by the Civil Code of the Republic of Uzbekistan and the Law "On Education". In addition, the Resolution of the President of the Republic of Uzbekistan dated September 15, 2017 No. RP-3276 "On measures for the further development of the activities of non-state educational services", approved by the Cabinet of Ministers of the Republic of Uzbekistan dated March 27, 2018 No. 241, the Regulation on licensing establishes the rules for the provision of educational services by non-state educational institutions.

Approved by the Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No. DP-4947 "Strategy of actions in five priority areas of development of the Republic of Uzbekistan for 2017-2021" in the direction "4.4. Development of education and science" the task was set to further improve the system of continuous education, increase the potential of high-quality educational services, continue the policy of training highly qualified personnel in accordance with the modern needs of the labor market. In the Decree of the President of the Republic of Uzbekistan dated January 17, 2019 No. DP-5635 "On the State Program for the Implementation of the Strategy of Action in Five Priority Areas of Development of the Republic of Uzbekistan for 2017-2021 in the Year of Active Investments and Social Development" and the state program considered "Creation of non-state educational institutions on the basis of public-private partnership".

These circumstances require the development of educational services, which requires the improvement of the legal framework for this type of service and the expansion of non-state educational services. In addition, the tasks of allowing schools, colleges and higher educational institutions of non-state education, recognizing the certificates and diplomas issued by them and equating them with the documents of state institutions show the relevance of this topic.

Liberal changes in the education system in recent years, the expansion of the participation of private educational institutions in preschool education, school education, secondary specialized and higher education are associated with radical reforms in the educational service. In particular, the introduction of an admission system into the higher education system for increased amounts of contracts ("super contract"), the opening of foreign higher educational institutions requires the creation of a new legal framework for these new structures and legal realities.

Researches and Results

The need for scientific and technological progress and the introduction of new technologies makes new demands on the content of education and the forms of its receipt. It is the system of non-state education that affects the changes in the interests of education and the needs of society in it, which, unlike industry and trade, are the result of privatization, and not the creation of new educational institutions and the introduction of new advanced learning technologies. The types of these institutions, the breadth of the range of services they provide, creates a need to develop and create ways to regulate the relationship between the service provider and the student through contracts.

In addition, the provision of paid educational services requires that these relations be regulated by an agreement on the provision of educational services for a fee.

A number of scientific studies have been analyzed in this article.

In the article by M.G. Zarubina "Civil law regulation of the situation with paid educational services" [2] reveals the features of the contract for paid educational services. The author writes that the combination of private and public law creates a situation in which there is always a place for elements of private legal regulation within the framework of public law. This also applies to paid educational services, which are of a contractual and civil nature. The following features of paid educational services can be distinguished:

- 1) paid educational services are provided by professional participants in the educational services market;
- 2) provided at the expense of a fee;
- 3) is provided on the basis of the norms of civil legislation;
- 4) focus on obtaining an appropriate level of quality knowledge and skills in the imagination of the consumer;
- 5) provided on the basis of an agreement on the provision of paid educational services.

At the end of her analysis, M.G. Zarubina suggests that the consumer is a weak point in civil law relations arising from contracts for the provision of paid educational services, and needs legal protection, therefore, in this case, it is necessary to apply the law on consumer protection.

In the article by L.I. Filyushchenko "Legal regulation of the quality of educational services" [3] is an attempt to determine the criteria for the quality of education. According to the article, the problems of educational services do not correspond to the requirements of the labor market, there is a big difference between the requirements of educational services and the requirements of the employer, disproportions in the training of specialists.

In the article by I.V. Isupova "Problems of civil regulation of contractual relations in the field of higher education" [4] analyzes the elements of relations in the field of education. It states that the nature of the subject of a contract for the provision of educational services on a paid basis is determined by the variety of content. The subject of the agreement consists of two elements: educational activity and the intangible results of this activity, the knowledge, skills and abilities acquired. If the relationship arising from the educational activities of the educational service organization (lectures, seminars and workshops, consultations, exams, tests, etc.), the relationship of acquired knowledge, skills and abilities are of a property nature, the relationship related to property is not personal ... In this case, educational activities are valued by money, and the result is human capital, which is as invaluable as human health.

At the end of the article, the author comes to the conclusion that the provision of educational services on a paid basis is an unconventional civil law contract that includes elements of civil and administrative law. Therefore, the contract for the provision of educational services on a paid basis as an independent civil law contract should be applied not to education legislation, but to civil law.

According to the article by I.S. Kokorin and O.V. Ocheredko "Civil law characteristics of the agreement on the formation of a higher educational service" [5], training by educational institutions under various civil law contracts for the provision of educational services, including

for additional education programs, an agreement, an agreement on teaching special courses and a cycle of disciplines, an agreement on in-depth training in specific subjects, training or retraining of personnel in a specific area, etc. In the opinion of the authors of this article, the contract for the provision of educational services is one of the unnamed contracts and is significantly different from related civil law contracts and is paid, agreed and free.

As you know, today the radical improvement of education has become a requirement of the time. Based on this requirement, laws are adopted that regulate relations in the field of education. In particular, on September 23, 2020, the Law of the Republic of Uzbekistan "On Education" was adopted, the purpose of which is to regulate relations in the field of education. In conclusion, it should be noted that this Law "On Education" makes a worthy contribution to the further improvement of relations in the field of education.

CONCLUSION AND RECOMMENDATIONS

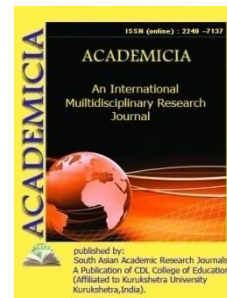
Based on the study of scientific articles on the subject of civil law regulation of educational services and analysis of legislation, the following preliminary conclusions can be made:

1. The legal nature of the contract for the provision of educational services is characterized by the simultaneous use of private and public elements in it. It is necessary to develop and recommend a standard contract for the provision of educational services, taking into account the variety of organizations that provide educational services and the types of services they provide.
2. It is necessary to take into account the application of legislation on consumer protection in terms of protecting the rights of students in the civil regulation of the provision of paid educational services. At the same time, it is necessary to study the basic rights of consumers, the mechanisms for protecting these rights, the prospects for the application of civil liability for violation of consumer rights.
3. Although the legal framework for educational services has been formed, the contractual procedure for the provision of educational services, paid educational services, benefits for the poor, requirements and conditions for educational institutions, criteria for organizing educational services do not exist in the current legislation. Therefore, today it is necessary to include the above rules in the laws.

REFERENCES:

1. Address of the President of the Republic of Uzbekistan ShavkatMirziyoyev to the OliyMajlis // People's speech, December 23, 2017. №258 (6952).
2. Zarubina M.G. Civil law regulation of the provision of paid educational services // Legal Science. 2017. No. 4. - pp.94-98.
3. Filyushchenko L.I. Legal regulation of the quality of educational services // Modern management technologies. No. 2 (74). / <https://sovman.ru/article>.
4. Isupova I.V. Problems of civil law regulation of contractual relations in the field of higher education // Fundamental research. - 2014. No. 8-2. - pp. 525-529.
5. Kokorin I.S., Ocheredko O.V. Civil law characteristics of the contract for the provision of paid educational services // Leningrad Law Journal. 2015. - pp. 25-27.

6. Saidov M.Kh., Peregudov L.V. "Management and economics of higher education". - T.: Molia 2001.
7. Rakhimova D.N., Abdurakhmonov O.K., Zokirova N.K. Educational marketing and labor market. –M.: "Sov. Writer", 2005.
8. Abdurakhmonova, M.M., ugli Mirzayev, M. A., Karimov, U. U., & Karimova, G. Y. (2021). Information Culture And Ethical Education In The Globalization Century. *The American Journal of Social Science and Education Innovations*, 3(03), 384-388.
9. Каримов, У., & Каримова, Г. (2018). ГЕОПОЛИТИЧЕСКАЯ КОНКУРЕНЦИЯ В ИНФОРМАЦИОННОМ ПРОСТРАНСТВЕ. In *Перспективные информационные технологии (ПИТ 2018)* (pp. 1368-1372).
10. Рафикова, Д. К., & Каримова, Г. Й. (2020). ЁШЛАРНИ ИЖТИМОЙ ФАОЛЛИГИНИ ОШИРИШДА ҚАДРИЯТЛАРНИНГ АҲАМИЯТИ. *ПЕРЕКРЁСТОК КУЛЬТУРЫ*, 2(1).
11. Umaralievich, K. U. SPIRITUAL EDUCATION OF STUDENTS OF PEDAGOGICAL UNIVERSITIES ON THE BASIS OF CULTURAL AND HUMANISTIC APPROACH.
12. Karimov, U., & Abdurakhmon, A. (2017). INNOVATIVE INFORMATION TECHNOLOGY IN EDUCATION. *Форум молодых ученых*, (5), 9-12.
13. Каримова, Г. Й. (2018). РОЛЬ КОНСТИТУЦИИ В ПОСТРОЕНИИ ПРАВОВОГО ГОСУДАРСТВА И ГРАЖДАНСКОГО ОБЩЕСТВА. *Теория и практика современной науки*, (2), 161-163.
14. Karimov A., Muxammadjonov X. INFORMATION TECHNOLOGIES: INFORMATION EDUCATION AND INFORMATICS // *Экономика и социум*. – 2020. – №. 8. – С. 40-43.
15. B.Ziyomhammadov. Pedagogy. Study guide. Tashkent, 2006.
16. Bozarov, D. M., & Karimova, G. Y. (2021). ROLE OF THE SELF-ORGANIZATION MODEL IN COMPLEX SOCIAL SYSTEMS. *Oriental Journal of Social Sciences*, 1-9.
17. Karimov, U. U. (2021). Scientific and Theoretical Foundations of the Formation of the Social Environment in the Family. *Oriental Journal of Social Sciences*, 37-40.



DOI: **10.5958/2249-7137.2021.01837.1**

THE NATIONAL PECULIARITIES OF PHRASEOLOGICAL UNITS IN THE ENGLISH LANGUAGE

Akhmedova Gavkharoy Khasanboy kizi*

*Teacher,

Ferghana state university,
UZBEKISTAN

Email id: akhmedovagavkharoy@gmail.com

ABSTRACT

It should be emphasized that national peculiarities of the way of life, and cultural events are reflected in the phraseology of the language. The article analyzes national and cultural peculiarities of English phraseological units. The English phraseological units are an important source of socio-cultural information. The author notes that extralinguistic factors determine the national specificity of English phraseology. The author of the article notes that phraseological units reflecting the peculiarities of historical development of the country, its military affairs, nautical phraseological units and the phraseological units which came into the English language from the literature make up the most numerous groups of phraseological units with national and cultural components of semantics. The use of phraseological units makes the speech more expressive and helps speakers to emphasize the most important points of their information. Phraseological units with a "colour" component in their semantics are also widely spread in the English language. The symbolic aspect of the "colour" phraseological units in the English language expresses the mentality of the nation. The author's conclusions are supported by the examples from the English literature of the 19th and 20th centuries. The results of the research show, that peculiarities of using phraseological units in speech and frequency of their use in speech depend on the socio-historical factors and the level of the linguistic culture of speakers.

KEYWORDS: *Phraseological Unit, Extra linguistic Factors, A Prototype, Semantic Transformation, Cultural Attitudes, Context, Lexeme.*

INTRODUCTION

Globalization processes in the modern world contribute to the international relations development at economic, political, cultural, and diplomatic levels and play an important role in the study of foreign languages. The formation of students' intercultural competence is one of the most essential components in the process of studying foreign languages. In the process of intercultural competence training, socio-cultural knowledge of students is developed. Studying of both foreign language culture and native language cultures contributes to the most successful preparation to the real intercultural communication of students and gives them an opportunity to see not only differences but also find common features in these two cultures.

The most valuable sources of information about the culture, national character, psychological peculiarities and mentality of the nation one can find in phraseological units. Phraseological fund of the language gives students access to a vast spiritual wealth of the nation and at the same time it is the most important means of interaction and mutual understanding of people in the process of intercultural communication. As expressive means, idioms also enrich our speech. The phraseological units are embodiment of cultural and national peculiarities in a figurative way. The way of emphasizing the cultural and national peculiarities means «an interpretation of the figurative basis in a marked cultural and national space of the language community».

Main part

Phraseological units very often reflect the peculiarities of the culture of the language they belong to; moreover they reflect history of that nation, their attitude towards world, stereotypes they believe in, etc. Furthermore, phraseological units usually are formed from national sayings, prejudices, and cultural traditions, and represent quite a large part of linguistics. Phraseological units are common to all languages of the world but have their unique form of expression. Their national — cultural specifics is shown in translation process. Phraseological units, by means of their expressive form, transmit the meaning of the message with a high degree of emotional colouring, contribute to the development of students' speech activity, enabling them to express their own attitude towards the fact or phenomenon, thus forming in this way foreign language communicative competence skills. Motivation to the studying of foreign languages is also increased. Lessons become more interesting and meaningful. Phraseological fund of the language is the most valuable source of information on culture and mentality of the nation, because it preserves the ideas of people on myths, customs, ceremonies, rituals, habits, morals, behavior etc. B.A.Larin noted that phraseological units always indirectly reflect people's views, social order and ideology of the epoch [1; 43]. Phraseological units, reflecting a long development of the nation's culture in its semantics, store and transfer cultural attitudes and stereotypes, standards and archetypes from generation to generation. According to F.I.Buslaev, phraseological units are peculiar microcosms. They comprise «both the moral law, and the common sense, expressed in a short saying, which were entrusted to the descendants by their ancestors». It is a soul of any national language, in which the spirit of the nation and its originality are expressed in a unique way. Phraseological units as compound words can have more than two tops (stems in compound words), e.g. to take a back seat, a peg to hang a thing on, lock, stock and barrel.

Phraseological units can be classified as parts of speech (syntactical classification). This classification was suggested by I.V. Arnold. Here we have the following groups: a) noun

phraseologisms denoting an object, a person, a living being, e.g. bullet train, latchkey child, redbrick university, Green Berets. b) verb phraseologisms, denoting an action, a state, a feeling, e.g. to break the log-jam, to get on somebody's coattails, to be on the beam, to nose out, to make head lines. c) adjective phraseologisms denoting a quality, e.g. loose as a goose, dull as lead. d) adverb phraseological units, such as: with a bump, in the soup, like a dream, like a dog with two tails. e) preposition phraseological units, e.g. in the course of, on the stroke of. f) interjection phraseological units, e.g. «Catch me!», «Well, I never!» etc.

The use of the phraseological units in the framework of various activities and foreign language communicative situations provides communicative competence formation, contributes to the development of communicative skills, students become interested in studying phraseological fund of the language, which is the storage of historical and cultural values and reflect the national peculiarity of the language. Studying phraseological units in the process of teaching foreign languages plays an important role in intercultural aspect. Phraseological units are the reflection of national wisdom and life, national history, philosophy and collective experience of the people. It is a source of background knowledge associated with the history, geography and lifestyle of the people, the native speaker.

The analysis of various aspects of the content, the form and the function of phraseological units gives all the reasons for singling out the phraseological units meaning as a linguistic category alongside with the lexical meaning. The notion 'invariant of information' is important for phraseological units meaning. A.V. Kunin follows I.S. Narsky and considers invariant of information as «something which is constantly preserved in the process of transformation of information». phraseological units contain information as a generalized conscious reflected form of objects of reality, expressed by means of language signs. In the process of defining phraseological units meaning it is important to take into consideration that PUs are not made up according to generative structural-semantic model of variable word combinations, as it is not possible to predict, which feature of the prototype will be the semantic basis of the next phraseological units, and whether it will be created at all. As A.V. Kunin, we also consider that phraseological unit's meaning is an invariant of information, expressed by semantically complicated, discrete language units, which are not formed by generative structural-semantic models of the variable word combinations.

Phraseological units often expressed specific features of people mentality, traditions and customs of the people: for example, in Russian *перемывать косточки* (to gossip — the origin of this phraseological unit is connected with the existence of a Slav ceremony of the so-called secondary burial in the ancient time. It was carried out a few years after the funeral to sanctify a dead person and to remove a paternoster from him. Before the ceremony of the secondary burial the dug-out remains were washed up. That was accompanied by sharing the memories about the dead man, an assessment of his character and acts etc.), *из полы в полу* (from hand to hand — this was a custom at a horse sale) [2], *вывести на чистую воду* (to expose — the water always had an exclusive value in Russian national beliefs and ceremonies. It is still possible to hear many stories and legends about wonderful healings by means of water in the villages of Russia. In order to heal a person water surely should be clean, fresh and transparent) [3.]; in English a *baker's dozen* (according to the ancient custom, bread tradesmen received thirteen loaves instead of twelve from bakers, and the thirteenth loaf was taken into an income of tradesmen); good

wine needs no bush (according to the ancient custom, innkeepers hung out ivy branches meaning that there was wine on sale) [4].

One should know that imaginative thinking of people is often special, it is reflected in a phraseological units and sometimes creates opportunity for comparisons and metaphorical representations for the people of different cultures and makes the phraseological unit the national phenomenon of each culture [5, 148]

The phraseological connected with popular beliefs, folk legends, superstitions, customs and traditions: halcyon days (мирное время, спокойные дни) — it was believed that the kingfisher laid its eggs and incubated for fourteen days, before the winter solstice, on the surface of the sea, during which time the waves of the sea were always unruffled; an unlicked cub (желторотый юнец, молоко на губах не обсохло) — according to medieval tradition, the bear cub is misshapen and imperfect till its dam has licked it into form; dogs howl at death (собака лает — жди беды) — a widespread superstition in Britain; the hair of the dog that bit you (клин клином вышибают, здесь: подобное лечится подобным) — a small measure of drink, intended to cure a hangover, in allusion to an ancient notion that the burnt hair of a dog is an antidote to its bite; a bird of ill-omen (пессимист) — based on the ancients thought that some birds indicated good luck, and others evil; sure/care/curiosity killed a cat (не работа старит, а забота/много будешь знать — скоро состаришься) — English popular belief that a cat has nine lives, but care can wear them all out. Also phraseologisms related to religion and church, taken from the Bible that was extremely popular in Britain over the centuries: a leopard cannot change his spots (барс не может сменить свою пятнистую шкуру/горбатого могила исправит) — taken from King James Version of the Bible; a fly in the ointment (ложка дегтя в бочке меда) — in earlier times, ointments were creams or oils with a cosmetic or ceremonial use and substances one was anointed with; sick as a dog/cat (очень больной) — the Bible speaks of dogs «returning to their vomit again», poor as a church mouse (очень бедный) — in a church there was no cupboard or pantry, where mice most do congregate; separate the sheep from the goats (отделить овец от козлиц/отделять, отличать важное от второстепенного) — derives from Miles Coverdale's Bible, 1535.

Some phraseological units that reflect character traits especially particular to British people: if wishes were horses, beggars would (будь желания лошадьми, нищие ездили бы верхом) — tells about self-criticism of British people, first arose in the published works of William Camden in the 17th century; on the pig's back (на коне, успешный) — denotes British striving for success and wealth, has Irish origins; enough to make a cat laugh (и мертвого рассмешит) tells about British sense of humour; to be a bear for punishment (идти напролом) signifies the courage and independence of British people; stalking horse (подставное лицо) — reveals nation's disapproval of cheating.

An English idiom *has kissed the blarney stone* (the Blarney Stone) is the nationally-marked phraseological unit. It means to be the flatterer. This saying is based on an ancient legend, according to which the one, who kisses the stone, located in the Irish Blarney, gains the ability to flatter.

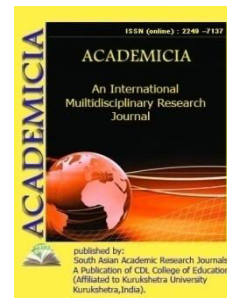
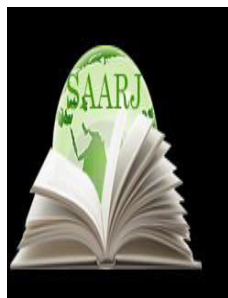
CONCLUSION:

Thus, phraseological units are one of the most significant parts of the national culture, great heritage of the preceding generations. Idioms occur in languages on the base of imaginative

representation of our reality, which reflects empirical and spiritual experience of the linguistic community. As far as the system of images in the phraseology of language is connected with material, social and cultural aspects of the given linguistic community, we should admit that it also testifies about its cultural, national experience and traditions. Sum-marizing all that mentioned above, we can say that phraseological units show national culture specifics and mostly have equivalents in other languages. In conclusion it should be noted that the phraseological units directly (in denotation) or indirectly (through the correlation of the associative and figurative basis to standards, symbols, stereotypes of national culture) bear cultural information about society and the world.

REFERENCES:

1. Maslova V.A. Lingoculturological research: Textbook. for stud. un-tov. - M.: Academy, 2010. -- 208 p.
2. [http:// www.dic.academic.ru/dic.nsf/michelson_old/3167/from](http://www.dic.academic.ru/dic.nsf/michelson_old/3167/from)
3. [http:// www.u.wiktionary.org/wiki](http://www.u.wiktionary.org/wiki)
4. Kunin A.V. Course in modern English phraseology: Textbook for students. fac. foreign lang. - M.: Phoenix, 1996. -381 p.
5. Kopylenko M.M., Popova Z.D. Essays on general phraseology. - Voronezh: Voronezh Publishing House. University, 1989. -- 190 p.
6. Smith L.P. Phraseology of the English language. - M., 1998.
7. Pastushenko L. P. English phraseological units in the phraseological field: Dis. ... Cand. philol. sciences. - Kiev, 1982.
8. [http:// www.supermif.com/frazeologizm/rus/rus_fraz.html](http://www.supermif.com/frazeologizm/rus/rus_fraz.html). 9 Kiselevich D.I. Russian-English technical dictionary. - M.: Rus. yaz., 2001. 10 [ER]. Access mode: [http:// www.gramota.ru/spravka/phrases](http://www.gramota.ru/spravka/phrases).



DOI: **10.5958/2249-7137.2021.01841.3**

THE STATUS AND DYNAMICS OF THE RAISE OF THE ACTIVE CITIZENSHIP AND INITIATIVE OF UZBEKISTANYOUTH: PROBLEMS AND CHALLENGES

Egamberdieva Aziza Mustafaevna*

*Teacher,
Navoi State Pedagogical Institute,
UZBEKISTAN

ABSTRACT

The hereby article analyzes the issue of the status and dynamics of the growth of active citizenship and initiative of young people of Uzbekistan by doing a comparative analysis with foreign experience. It also highlights the mutual correlation of material factors with particular socio-psychological phenomenon in the current development of social trust among youth of the country and identifies the main tasks. These types include a number of forms e.g., “interest groups”, i.e., various public organizations and associations. When an individual realizes that one person is not enough, he/she comes together with others to express their positions and demands in different organizations. The advancing potential of the state is presently insufficient for large-scale construction of civil society. To get out of the current economic situation we need a clear and concrete program of measures. The role of universities as institutions is very essential in the development of society, so the reforms aimed at enhancing their democratic values or civic responsibility contradicts their traditional role as a “beneficial” educationalist.

KEYWORDS: *Social Crisis Among Youth, Material Factors, Civil Society, The Period Of Social Change, Modern Civic Culture, Democratic Reforms, Social Norms.*

INTRODUCTION

The level of social crisis and discomfort among young people has slightly declined in the last few years. Consequently, today the growth of social confidence among youth is associated with the co-action of material factors in tandem with a particular socio-psychological phenomenon, which is reflected in the elimination of high expectations of the population from the new state reforms. The advancing potential of the state is presently insufficient for large-scale construction

of civil society. To get out of the current economic situation we need a clear and concrete program of measures. For this we need to start to reform the economic sector for changing the society by identifying strategic regulatory vectors, without changing the state policy.

The lack of the development of modern civic culture in our country can be seriously explained by the governing party which is in need of more serious reforms in the field of social support and in the context of government and population incomes (thus the public has already formed a negative attitude to present legislative reforms).

One of the meters of the formation of civic position is the social activity of the population. The researcher K.A.Abulkhanova-Slavskaya explains the term “activity” in the following way: “It is a method of meeting the needs of the highest human values, in which the ideas of the individual about abilities and capabilities are integrated” [1]. The social activity in modern society is reflected in the ability to cooperate and work together and focus on the involvement in democratic reforms. Social activity depends on the level of the development of the civic position, and in turn evolves from the participation and interest of the subject (self) in his/her social life and the measure of activity in the internalization process of social norms, ideals, values by the subject. The perception or denial of social norms and ideals is an indicator of civic maturity which reflects the individual’s level of readiness to perceive new democratic values.

Social activity in society relates to the existence of social relations, their confrontation and development. However, these relationships are usually realized through a whole set of structured institutional forms. These types include a number of forms e.g., “interest groups”, i.e., various public organizations and associations. When an individual realizes that one person is not enough, he/she comes together with others to express their positions and demands in different organizations. The main objective of such institutions is to ensure the realization of individual potential, interests and needs. Through these institutional divisions, the society reflects and implements all the diversity of economic, religious, ethnic, professional and other interests. At present civil society structures play a central role in changing the culture of the community. “The agents of social mobilization and targeted changes can be the individuals, civic organizations and parties. They materialize what is called civil society.”[2]

New social movements are formed and intensified. The existence of democratic institutions allows people to express their views openly and join different unions. They also encourage civic activity, and in turn influence the level of the development of democracy. As it has been repeatedly stated at the symposium aimed at the formation of civil society institutions, the third millennium will be held under the sign of a qualitatively new unity of state and civil society [3].

Political activity within the country is of particular importance because it greatly influences the development of civic culture. It also encourages the presence of diverse value models and ideas in the society, and the directions of reforming the development of the society on the basis of a number of political parties and associations.

As a part of civil society, political parties provide links between different levels and branches of government, develop political solutions, mediate between the various social groups that make up the electoral base, support their political goals, invite public opinion, provide ideological and organizational support for election campaigns and nominate the candidates for elected boards at all levels of government. They are also answerable for the accumulation and consolidation of interests in the ideological and political installations of different strata, classes and groups on the

basis of active citizenship and by these political parties affect the fundamental aspects of civic life. With their activity they take active part in civil life of the opposition bodies of the party and operate relatively autonomously from the state. As for current issues, political parties encourage people to reflect on various processes occurring in the country, help to seek ways out of the situations and in this way help people to form their civic position.

It is clear from the above-mentioned considerations that the integrative processes taking place in the world community primarily affect the system of higher education for the reason that today in different countries of the world have formed a single educational space, which reflects the harmonization of educational standards, approaches, curricula and various specialties. The formation of such an open educational space leads to the constant growth of student academic mobility and international cooperation of universities in different countries, and in turn all this will help students achieve great success in their chosen professions, improve the employment system of university graduates and enhance their positions in the field of education. The formation of a single educational space, along with the formation of an active civic position in young people, helps to strengthen the young people's tendency to make democratic decisions in society and create favorable conditions for their demonstration of high moral qualities. The process of forming such an approach in the higher education system is an important direction of the activities of universities in many countries around the world, and such goals and objectives are also supported by the international organizations such as the UN, UNESCO and the Council of Europe. In this regard, in this article we decided to focus on the ongoing reforms of European and American universities in this area:

- active support of democratic values in society and the process of their implementation;
- to actively contribute to the spread of democratic views around the world;
- to make a significant contribution to the development of democracy at the university, local community and big community levels etc. [4].

The study of the level of formation of active citizenship in the European students has led to some critical and analytical visions. This in turn directed us to the conclusion that the development of democratic initiatives among all university students should be encouraged. Such an encouraging system will certainly give a necessary impulse in the development and implementation of new programs that will help young people to form their active civic position in their society. This is because the main work of today's universities is reflected in the degree to which they attract specific approaches to the formation of active citizenship in young people, despite their demographic composition, financial security and status.

Presently, we can witness the following measures being taken in foreign universities to develop their students' active citizenship:

- active participation of students in the management policy of the university education system and the support of their activities in the decision-making of active democratic values by the head of the university;
- dynamic implementation of effective work aimed at the formation of civic competence among university students to adopt and develop their democratic values;
- the further increase of the university role in the formation of active citizenship;

- provision of closer relationships of university students with other people in the society and the creation of opportunities for their socialization;
- Introduction of democratic changes in the management system of bodies and structures of educational institutions operating within the university;
- Implementation of targeted and integrated curricula necessary for the formation of active citizenship among young people [5].

In this regard, we consider it appropriate to highlight the following factors that hinder the formation of young people's active citizenship studying in various European universities: first and foremost, civic education in European universities is organized around national, political and ethnic contexts, they pose different levels of challenge in attracting new approaches to the formation of active citizenship and commitment to state democracy. The role of universities as institutions is very essential in the development of society, so the reforms aimed at enhancing their democratic values or civic responsibility contradicts their traditional role as a "beneficial" educationalist. Second, its specific status and structure define the parameters and directions in which universities should operate as reforms or policy changes in the field of civic education. In turn, the competition of universities affects the mechanisms of change in every sphere of the society and ensures openness to new initiatives based on their comments and regulations. However, in addition to the historical rules of governance protected in the regulations of most European universities, there are often some contradictions between desired and present decision-making processes and the protection of student rights. Finally, the historically evolving traditional social and professional relationships between administration and students prevent a shift towards greater student engagement in activities. Third, the development of cooperation between European and American scientists, practitioners and independent experts in the field of higher education plays an important role in the further development of the civic education system in European universities. At the present stage, the appeal of European civic education to the world practice is determined by maintaining an active civic position, which in turn means that members of society are ready for conscious and independent creative activity in solving problems of social significance in their region as well as throughout Europe.

The development of a new concept of civic education and training is based on three main approaches to the problem of civic education:

- an approach based on civil-legal status (USA);
- understanding of the laws of the socio-political life of a civil country and active participation in their implementation in society (Great Britain, the Netherlands, Hungary, etc.);
- citizenship is as a product of the formation of a sense of patriotism towards one's motherland (Japan, Singapore).

Hence, it can be seen that the approach to civic education in different countries is determined by the readiness of the young generation to participate in the diverse socio-political life of their country in terms of their active participation in social and public affairs. According to many foreign researchers, such an approach is fully compatible with the life of modern society, which is characterized by the freedom of choice of individual behavior, personal values etc. Simultaneously, the formation of youth's active civic position is closely connected with the process of their political socialization.

A.A. Akramov points out the following important conditions necessary for the formation of students' civic position in student-oriented learning processes:

- to fill student-oriented learning with valuable knowledge and data;
- to develop students' positive attitude towards professional knowledge and the social rules necessary for the living;
- to give students the opportunity to freely choose the materials needed for training and learning;
- to show the importance and relevance of students' personal activities, to provide them with basic knowledge to stimulate their desire for personal growth in the educational process [6].

According to Uzbek model, the formation of students' active citizenship is a process associated with the demonstration of their social activity and initiative, which can not only be the result of their civic duty, but also serve as an important step in the sustainable development of their lifestyle. If the youth is quite initiative in society and in addition have such qualities as creativity, courage and high social responsibility, there is a great chance to develop personally and activate their civic position in the society. At present the youth of our country possess all the necessary conditions to demonstrate their unique civic position. In modern democratic conditions civil society, in contrast to the previous phases of the country's development, creates great opportunities for individuals to demonstrate their active civil position and the effective use of these opportunities much depends on the self, interest, determination, initiative, will and courage of young people.

In general, today it is important to pay special attention to the following aspects in the formation of young generation's active citizenship.

First of all, a person as a member of civil society can enter into a rational relationship with the state through an active civil position. This process, in turn, means that the individual's civic consciousness recognizes the need for the individual to reconcile his/her interests with the interests of society, and in the case of a conflict between them, the individual is ready to obey the society, accept all social demands and perform public duties and responsibilities. Moreover, the current socio-political and economic state of affairs requires every citizen to bring up a high level of civic culture, a sense of civic duty, patriotism, freedom, individuality, activism and initiative. The main goals and objectives of the formation of youth's active citizenship are closely linked with the processes mentioned above.

Second, the thorough analysis of youth participation in public life shows that a large part of young generation can understand the values of democracy and market economy fast, and quickly adapt to modern socio-economic and political realities of the country. Individual groups of young people also differ in their level of interest in socio-political processes, their integration into society, their activism and initiative, as well as their views on the development of society. The process of such socialization among youth of the country is determined by different participants depending on political, social, economic, material and other factors. Besides the main qualities that are inimitable and important for modern youth, the following features of the individuals take a top place in their individual development: the individual is able to determine the potential of personal initiative, self-confidence, enhances moral dignity and self-esteem, relieve addictive moods and increase responsibility for the individual characteristics and a sense of freedom.

Third, the formation of civil society is a complex process associated with the development of civic behavior of young people. In this process, it is important to ensure the correlation of state and civil society institutions because civil society is a comfortable environment that legally meets the needs of modern youth, develops their personality, realizes the values of collective activities and social solidarity i.e., the main principle of the formation of an active civic position. In this sense, it would be right to call civil society as the most important subject and source of the formation of young people's active civic position.

CONCLUSION

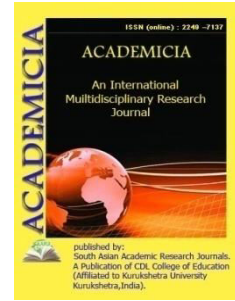
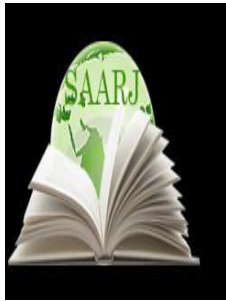
To sum up, today in our country the development of the organizational framework of state youth policy is in active process, and in addition to this special mechanisms for its implementation are being developed in accordance with international standards. At the same time, all the activities of state and local self-government bodies in creating an integrated system of implementation of state youth policy are being critically evaluated because the institutions of civil society play a central role in the formation of active citizenship among young people of the country. They are also of first importance in the implementation of state youth policy and the formation of public opinion in this field. For that reason, improving the legal framework for further development of civil society institutions have become one of the most cutting-edge issues of the present day.

REFERENCES

1. K.A. Abulkhanova-Slavskaya. 1999. *Deyatelnostipsikhologiyalichnosti (Activity and psychology of the individual)*. –M.: p 15
2. A.B. Veber. 1998. *Vozmojno li ustoychivoyerazvitiye (Is sustainable development possible?)*. №5, p 53
3. *Stanovleniyeinstitutovgrajdanskogoobshchestva: Rossiyaimejdunarodniyopit (Formation of civil society institutions: Russia and international experience)*. 1995. M.: Materials of the international symposium. –M.: p 71; 95; 16
4. T.M. Tregubova, A.M. Belyakin, A.V. Fakhtutdinova et al. 2008. *Akademicheskayamobilnoststudentovuchebnikhzavedeniy: otechestvenniyizarubejniyopityeyoformirovaniya (Academic mobility of students of educational institutions: domestic and foreign experience of its formation)*. Kazan': Otechestvo, p 31; Baty, Ph. *Free thinking States' firm grip on Europe academy/Times Higher Education*, - 2009, - Issue 1925, - p.18-19.; Biddix, J.; Somers, P.; Polman, J. *Protest Reconsidered: Identifying Democratic and Civic Engagement Learning Outcome/ Innovative Higher Education*, - 2009, - Vol.34 Issue 3, - p.133-147.
5. Gilardi, S. &Lozza, E. *Inquiry-Based Learning and Undergraduates' Professional Identity Development: Assessment of a Field Research-Based Course/ Innovative Higher Education*, 2010,-Vol.34 Issue 4,- p.245-256.; Mc Clay, Wilfred M. *The Burden and Beauty of the Humanity /Arts Education Policy Review*, -2010, Vol. 111 Issue 1, - p.33-35.; Shorten, A. *Cultural Diversity and Civic Education: Two versions of the fragmentation objection/Educational Philosophy &Theory*, -2010, - Vol.42 Issue 1, - p.57-72.; Swaine, L. *Heteronomous Citizenship: Civic virtue and the chains of autonomy / Educational Philosophy & Theory*, - 2010, -Vol.42 Issue 1, - p.73-93.; Weber, L., Huber, J. &Harkavy, I. (eds.) *Higher education and democratic Culture. Citizenship, human rights and civic*

responsibility. Strasbourg: Council of Europe Publishing. Council of Europe Higher Education Series, - 2007 No.8, - 28-38.

6. A.A. Akramov. 2017. *Bulajakuqituv chilarfuqarolik pozitsiyasinishakllantirishdashaxsgayinaltirilgantehtnologiyalarningurni (The role of person-centered technologies in shaping the civic position of future teachers)*. Modern Education, №4, Tashkent, p 56



DOI: **10.5958/2249-7137.2021.01838.3**

CLASSIFICATION OF PILGRIMAGES AND THE PHENOMENON OF HOLINESS (ON THE EXAMPLE OF UZBEKISTAN)

Madaliev Khonzoda Abduvokhidovna*

*2nd course PhD Student,
International Islamic academy of UZBEKISTAN
Email id: rayxonzoda@mail.ru

ABSTRACT

This article reflects the concept of shrines, modern research on shrines in Uzbekistan, the classification of shrines, their role in the life of the population, the phenomenon of holiness in shrines, attitudes towards pilgrimage in Islam. The appearance of the shrines was influenced by the religious worldview, customs and traditions, mythological views, as well as the geographical location of the local population. If we look at the history of Islam, in times of ignorance, the Arabs cried loudly when a loved one died, and when they came to visit tomb, they tore their collars and cried. . The word “tomb” (mazar) also comes from Arabic and means a place of pilgrimage. It is also called “kadamjay”, a place where a worthy person has been there. There are places, books, people, days, months, objects, times, numbers, and other similar phenomena that considered to be sacred to members of a particular religion based on their beliefs. During the first years of independence of Uzbekistan, there have been cases of deviating from the original purpose of the pilgrimage and performing various acts which prohibited to Islam. These include going to the graves to pray for the dead, kissing the graves, lighting candles or pilik to summon ghosts, and slaughtering animals in the graves.

KEYWORDS: Shrine (Ziyaratgah), Tomb (Mazar), Kadamjay, Classification Of Shrines, The Phenomenon Of Holiness, Tree, Water, Cult Of Saints, Attitude To Pilgrimage In Islam.

INTRODUCTION

Shrines play an important role in the social life of the peoples of Central Asia, especially in Uzbekistan, and have religious, national and historical significance. According to the data, the number of shrines in Uzbekistan exceeds ten thousand[1], in particular, modern research has revealed that there are 64 shrines in Surkhandarya, 35 in Khorezm and more than 250 in Fergana.

Polls conducted in 2020 showed that 1.91 billion (24%)[2] of the world's population and 26.5 million (96.50%)[3] of the population of Uzbekistan believe in Islam. Thus, the article was aimed at studying Muslim shrines in Uzbekistan and the phenomenon of holiness in shrines.

The word pilgrimage (*ziyarah*) comes from the Arabic word for visiting a place or person, visiting holy places, tombs and cemeteries, and performing certain rituals[4]. The shrine is a mix of Arabic and Persian, 1) a sacred place to visit, revered shrine (a mausoleum of saints or a place where they lived or visited). 2) It is a sacred place where many people gather[5]. Usually shrines are associated with the grave of a revered person. The word “tomb” (*mazar*) also comes from Arabic and means a place of pilgrimage. It is also called “kadamjay”, a place where a worthy person has been there. There may also be a well, a tree or an architectural monument built by local residents in the name of this person.

A number of modern studies on shrines in Uzbekistan have been carried out, some of them are: research by N. Abdulakhatov on shrines in the Fergana region, S. Juraeva in the Surkhandarya region, Z. Abidova in the Khorezm region and F. Akchaev in the Jizzakh region, as well as in several volumes of the works “Pilgrimages and places of Uzbekistan” published by the team of authors under the leadership of B. Eraliev gradually investigates the existing shrines and cemeteries.

There are places, books, people, days, months, objects, times, numbers, and other similar phenomena that considered to be sacred to members of a particular religion based on their beliefs. All of them considered to be sacred because they depend on God, because they feel a certain divinity in them, or because they believe that the vision of "Absolute Power" has reached them[6].

Sanctuaries can be divided into local and general types. Local shrines are places of pilgrimage visited by locals who are less familiar to people from other areas. General shrines can be understood as shrines that are known and popular not only for one region, but also for several large regions, republics and etc. For example, for local type we can add the shrines of Hazrat Ukkosha in Tashkent, Cholpon-Ata in Surkhandarya, Shahid-bobo in Khorezm, and for general type the shrines of Zangi-Ota in Tashkent, Hakim Termizi in Surkhandarya, and Pahlavon Mahmud in Khorezm. There are also the following categories of shrines:

1. According to the sign of appearance;
2. According to the prestige among the population;
3. According to its specific function;
4. Sponsored graves of professionals;
5. According to geographical location;
6. According to the method of construction[7].

In his doctoral research, Russian historian V. Ogudin writes that there are two types of shrines in the Fergana region: natural and built. Natural (landscape) shrines are those that represent a specific place that is sacred, unaltered, or slightly altered. Examples include orographic, hydrological and botanical places of worship. The constructed shrines are a consecrated, fully

developed part of the natural landscape, and there may be mosques and tombs of saints, and sometimes a natural object (well, stone, tree)[8].

N. Kislyakov divides the graves into two groups: the first, the graves belonging to the saints; the second included visiting objects - trees or shrubs, rocks, stones, wells - that were not directly related to the saint buried in the tomb.

We would like to promote the classification of shrines as follows:

1. The holy places mentioned in the Qur'an (Mecca, Jerusalem);
2. Prestigious places recognized in the hadith (Madinah);
3. Pilgrimages associated with persons (prophets, companions, followers, saints, martyrs)
4. Shrines associated with various objects (sword, hair fiber).
5. Shrines associated with nature (trees, wells).

Pilgrimages in Uzbekistan are tied to certain organizations. It is these organizations that are responsible for the appearance of the shrines, their all-round development and the condition of buildings. So, according to the binding the shrines to certain organizations:

1. Pilgrimages under the auspices of the Muslim Board of Uzbekistan;
2. Architectural monuments under the Department of Archaeological Monuments Preservation of the Ministry of Culture and Sports of the Republic of Uzbekistan;
3. At the disposal of the regional charity fund "Golden Heritage";
4. Pilgrimages which are at the disposal of the "mahalla" (under the jurisdiction of the citizens' assembly).

Classification of shrines into such types, helps to study the history of shrines, views on them, the purpose of the pilgrimage, the syncretization of pre-Islamic views with Islam and the study of folk myths and legends. Cum it helps to learn the cult of saints, the religious image of pilgrims, in general, we can say that it allows to systematically study information about the history, present days of them and customs of shrines.

It is known from history that shrines were continuously visited by khans, kings and their families, who made the work of repairing or beautifying them as a family tradition. Scholars and poets also made frequent visits to find peace of mind and calm their spirits. For example, Sheralikhan (1842-1845) sacrificed a white horse and a white camel at the Safed Bulon shrine during his accession to the khan's throne[9], the poetess Nodirabegim often visited the shrine "Moymarak" (Blessed Mui) and gave food as a sacrifice to those in need[10], cum Allakulikhan (1794-1842), the son of Khiva khan Muhammad Rahimkhan, also stopped around Pitnak during his travels and visited the graves, and made dua.

The appearance of the shrines was influenced by the religious worldview, customs and traditions, mythological views, as well as the geographical location of the local population. If we look at the history of Islam, in times of ignorance, the Arabs cried loudly when a loved one died, and when they came to visit tomb, they tore their collars and cried. For this reason, in the early days of Islam, pilgrims were not allowed to visit graves, but after a while, when they realized that these customs were not acceptable and their faith was firmly established in their hearts, they were

allowed to visit them. It is appropriate to cite the following hadith in this regard: *“The Messenger of Allah, peace and blessings be upon him, said, “I prohibited you from visiting graves, but visit them now. Verily, they will weaken your attachment to the world and remind you of the Hereafter.”* After that, Muslims often went to the cemetery so as not to engage only in worldly affairs and to remember the memory of death and Hereafter.

When a religion that originated in one region spreads to another, the religion is accepted or assimilated. That is, the customs and traditions that existed before the introduction of religion and played an important role in the social life of the population, whether national, historical or religious, will not completely lose their significance after the introduction of any religion, but may acquire religious content over the centuries (e.g., mushkulkushod, oblation in Wednesday (is chiqarish), light a candle or *pilik*[11] etc.). Kh. Karomatov said: “Over time, religious beliefs may change and rise from the memory of the people, but the ancient rituals are alive among the people and keep the idea and essence of centuries and millennia secret”[12]. For example, the mythological views of Er Hubbi, the goddess of water, formed the shrines of the saint Hoja Ubbon and Yigit Pirim, while the goddess Umayyad became the "patron" of some women through the image of the mother Umayyad. Opinions about Bibi Mushkulkushod, Bibi Seshanbah, and other “momo”s (grandmother) maybe indicate the Islamization of local cults.

Visiting the graves are of historical and religious importance among the peoples of Central Asia. However, over time, deviations from the original purpose of the visit became apparent. To ask for help from the saint lying in the grave, to kiss his grave, to consecrate the ground on which he lies and the surrounding trees, springs, stones, and some pilgrims also recognize the door of the tomb, its handles, pillars - as sacred objects. Obviously, the consecration of such objects is a relic of animism, fetishism in ancient religious beliefs.

In addition, the consecration of water, plants, stone, wood, or a pillar in a shrine is due to the fact that people think they are miraculous. Probably because water was considered an essential element for human survival, it was prized as a source of healing. But belief in it as influencing the fate of people it is likely to be an element left over from shamanism. For example, pilgrims who visited Sovurbulak (Fergana region) expressed their wishes and threw coins into the source. Among people, there are various legends and myths about such objects, which have been passed down from generation to generation over the years.

There is another work to be done in the shrines, which has been widespread among the population for some time and has almost diminished through explanatory work. It is customary to tie rags to trees. In this case, first of all, the sanctification of the tree, and secondly, the view of the piece of cloth as a means of fulfilling dreams. Researcher N.Abdulahatov says: “Tie a rag to the tree branches in the sacred tombs is a symbol of the symbolic connection between the pilgrim and the sanctuary, and each pilgrim expressed his wishes and desires by tying a rag”[13]. Also, throwing a white cloth on the grave reflects dreams, hopes and intentions. Such synchronicity of fetishism, animism, shamanism with Islam can be attributed to the measures taken by the population to continue the ancestral tradition, as well as the lack of religious knowledge.

In Islamic doctrine, no one is considered holy except Allah[14], Prophets, saints (*awliya*), pious people are considered deserving of great respect, special servants of Allah.

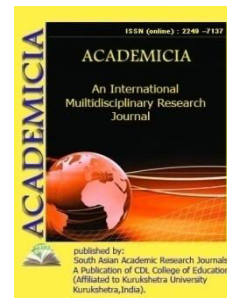
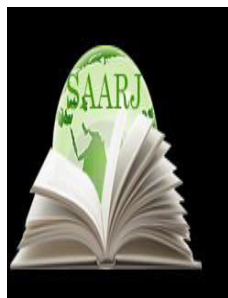
During the first years of independence of Uzbekistan, there have been cases of deviating from the original purpose of the pilgrimage and performing various acts which prohibited to Islam.

These include going to the graves to pray for the dead, kissing the graves, lighting candles or *pilik* to summon ghosts, and slaughtering animals in the graves. For this reason, a lot of explanatory work has been done among the population on the rules of the pilgrimage, and now you can see that the rules of the *ziyarah* are posted in several languages at the entrance to almost every shrine.

In conclusion, in Islam, pilgrimage is one of the most rewarding deeds. Because this work reminds Muslims of the transience of the world, the need to appreciate life, do more good deeds, and prepare for the Hereafter. The correctness of the visit depends on what the person does during the visit. For this, it is necessary to follow the etiquette of pilgrimage and refrain from “*shirk*” (the deification or worship of anyone or anything besides Allah). At the same time, the improvement of the graves of great people who promoted enlightenment, patriotism, spiritual perfection, the construction of memorial complexes contributes to the spiritual growth of youth, the formation of human values, national identity and many other virtues on them.

REFERENCES:

1. <https://meros.uz/en/about>
2. <https://worldpopulationreview.com/country-rankings/religion-by-country>
3. <https://worldpopulationreview.com/country-rankings/muslim-countries>
4. Dictionary of Islamic Studies / Editor-in-Chief ZM Islamov. –T.I. –T.: Movaronnahr, 2013. –P.173.
5. Explanatory dictionary of the Uzbek language. A. Edited by Madvaliev. –T.: MzME, 2008. –B.148.
6. Madaliev Khonzoda. Theoretical bases of the category of sanctity // Current problems of religion XII - Republican scientific-practical conference (Text). –T.: International Islamic Academy of Uzbekistan, 2020. –P.28.
7. Abdulakhatov NU The place of pilgrimage in the lifestyle of the population of the Fergana Valley (based on the materials of the shrines of the Fergana region): Ph.D. ... dissertation. - T.: Institute of History of the Russian Academy of Sciences, 2008. -190 p.
8. Ogudin V.L. Natural places of worship in the religious beliefs of the modern population of Fergana. Abstract dissertation. ... Doctor of History -M., 2003. -56 b.
9. Nalivkin V.P. A Brief History of the Kokand Khanate. –Kazan: Printing house of the Imperial University. –S. 146.
10. Kadyrova M. Davr Nodirasi. –T.: Science Publishing House, 1991. –P.52.
11. A product made of cotton, wool, silk and linen fibers by loosening, stretching and straightening.
12. Кароматов Х. Ўзбекистонда мозий эътиқодлар тарихи. Монография. – Т.: ЖИДУ, 2008. –Б.11.
13. Абдулахатов Н.У. The place of pilgrimage in the lifestyle of the population of the Fergana Valley (based on the materials of the shrines of the Fergana region): Ph.D. ... dissertation. - T.: Institute of History of the Russian Academy of Sciences, 2008. –P.118.
14. Madaliev H. Monotheism in Islam. Islamic Thought: Issue 4, 2020. –P.83-86.



DOI: **10.5958/2249-7137.2021.01839.5**

ACTIVITIES AND ACHIEVEMENTS OF STUDENTS OF THE YEOJU TECHNICAL INSTITUTE IN TASHKENT IN THE WORLD OF FASHION

Azimova Fatima Rasulbekovna*

*Yeodju Technical Institute in Tashkent
Course leader of the faculty of "Fashion and Design",
UZBEKISTAN
Email id: dunyoguzali@mail.ru

ABSTRACT

This article tells about the work of young designers, who are an integral part of the fashion world, "Yeoju Technical Institute in Tashkent", "Costume Design", their interest in the world of fashion and their work in various fields. We are pleased to say that it is not difficult to see that design patterns are in a sense embedded in our daily lives. Even in the opinion of some of the leading experts in this field, it is said that the first interest in this field was related to sewing. Designers rely on scientific disciplines such as material science, color science, along with the artist's intuition. They must have a high level of aesthetic taste, unusual thinking, the ability to create unusual clothes and accessories, professional skills and in-depth knowledge of the field. Specialists in the field of design are trained in specialized universities. The availability of opportunities such as the formation of concepts is of great interest to many of our young people. This is one of the main reasons for them to choose this field and study, research and work on it in the future.

KEYWORDS: *Fashion, Monochrome, Avalore, Fashion Show, Designer, Application, Style, Dress.*

INTRODUCTION

Today, our way of life is evolving so fast that every day it becomes commonplace to make various new discoveries, unique and unprecedented innovations around the world. If we look at the example of the fashion world alone, we can see that it is changing in a short period of time, the industry is getting richer, growing and developing day by day. It is known from history that people paid special attention to the attractiveness of appearance, and today the appearance of human beings reflects their inner world. And the fashion world is always trying to make people

look more attractive than we can ever imagine. And designers are the professionals who create these attractive and charming creative designs. In this context, what is the main reason for us today to be interested in the field of design of our youth? The question is reasonable. We are pleased to say that it is not difficult to see that design patterns are in a sense embedded in our daily lives. Even in the opinion of some of the leading experts in this field, it is said that the first interest in this field was related to sewing. After a while, the envy of designers who have left an invaluable mark in the field of design, their creative activity, and unique creations will leave a special impression on the future designer.

At the same time, the endless opportunities created for future designers today, despite the difficulties and hardships of the industry, encourage them to set big goals. In our country, too, due to the wide range of opportunities created for this area, special attention is paid. In order to develop fashion and train qualified designers, special colleges and institutes have been established in this field, and teachers with several years of experience have been attached to this field. Designers rely on scientific disciplines such as material science, color science, along with the artist's intuition. They must have a high level of aesthetic taste, unusual thinking, the ability to create unusual clothes and accessories, professional skills and in-depth knowledge of the field. Specialists in the field of design are trained in specialized universities. In particular, the direction of "Clothing design" at the Yeoju Technical Institute in Tashkent, which began its work in 2018, is working to train leading professionals who will further contribute to the world of fashion. The "Clothes Design" department has been operating at Yeoju Technical Institute since the 2019-2020 academic year. It provides students with an in-depth knowledge of design software, pencil drawing, painting, fashion history, modern graphics software, sewing techniques, and the like, as well as helping them develop sufficient skills and competencies in their chosen profession. It should be noted that from the very beginning, this direction of the university is to participate in professional fashion weeks, participate in national and international competitions and cooperate with fashion brands, practice in film and theater performances, and authorship in the fashion industry. The availability of opportunities such as the formation of concepts is of great interest to many of our young people. This is one of the main reasons for them to choose this field and study, research and work on it in the future. [1] Within a short period of time, under the leadership of the institute, several fashion and various other exhibitions were organized with students of this direction. For example, on March 6, 2021, students of Yeoju Technical Institute in the field of "Clothing Design" organized a spring fashion exhibition called "Fashion show" in the magnificent gallery of fine arts in Tashkent.

Prospective designers demonstrated their ideas and skills in their clothing collections using a variety of styles formed in the ring. The event showcased nearly 150 collections of clothing by young designers, many of which are organized in a new monochrome look. In addition, they consisted of modern collections, collections on architecture, retro, romance, stylization, cinematography, themes. The unique style and high taste and craftsmanship of the collections attracted the attention of everyone and won the admiration of hundreds of spectators. It is no exaggeration to say



“Nature on fire style”

That this, in turn, gave students endless energy and enthusiasm. At the heart of everything that is done is the work of our students and teachers. [2] In addition, on April 24, 2021, with another initiative of this direction of the university, the first exhibition of freshmen and sophomores "AVALORE" (Flight) was opened. The exhibition lasted from April 24 to May 6 and featured more than fifty works by 30 authors in various styles. The works are paintings and graphics, sculptures, as well as collages and applications. The theme of the exhibition reflected the wide range of approaches of the participants.



“Blac Whit Cosmic”

They not only appealed to literary sources, but also created creative styles based on their fantasies, artistic tastes, and understanding of the world. The exhibition is not limited to academic work, most of them are independent and creative works, which showed the interest of students in the field [3]. At the opening ceremony of the event, the organizers of the exhibition presented a special gift and the magazine "Avalore", which contains photos of students' creative work.

At the same time, the Art Association of Uzbekistan presented letters of appreciation to the leadership of the Yeoju Technical Institute in Tashkent and the leaders of the "Clothes Design" direction for training future aspiring professionals in the field of design.



"Under the rain"

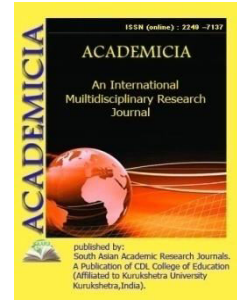
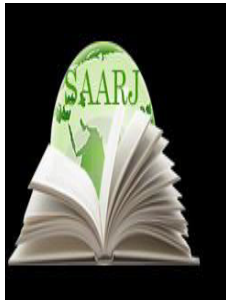


"Tree of life"

The Association of Artists praised the potential of teachers and students, noting that these exhibitions play an important role in the development of students and the institute. Students who actively participated with their works, supporting students and supporting their creativity, were encouraged by the institute. The works of our young people and their tireless and fruitful work to achieve such success are the evidence of their interest in the field, which will serve as a basis for the future enrichment of the world of fashion with modern ideas. [4]

REFERENCES:

1. Moda(Oksfordsan'attarixi) Kristofer Brevard
2. Bart R. modatizimi. Madaniyatsemiostikasibo'yichamaqolalar.-M., 2003 .--512b
3. <https://ytit.uz/uz/dastur/bakalavr-dasturlari/faculty-directions/fashion-design/>
4. <https://ytit.uz/uz/yangiliklar/izhod-va-gzallik-olamidan-foto-lavalar/>
5. <https://ytit.uz/uz/yangiliklar/avalore/>
6. <https://youtu.be/SKV3VxSUOOA>



DOI: **10.5958/2249-7137.2021.01840.1**

SHUR INEQUALITY AND ITS AMAZING APPLICATIONS

Kamoliddinov Davlatjon Utkirkhon ogli*

*Student,
Samarkand State University,
UZBEKISTAN

ABSTRACT

The subject of inequalities is one of the important areas of mathematics. So far, there have been many confirmations and conclusions on inequalities. This article will cover one of the important types of inequalities Shur inequality. This inequality has many wide applications, taking an important place in mathematical olympiads. In the case when we enter the level rows, we get some important results and study their application in matters. At the same time, we cite the methods of solving the issues proposed in the prestigious international Olympiads in mathematics by applying the inequality of Shur.

KEYWORDS: *Shur Inequality, Level Rows, Gamma Function Of Eyler.*

INTRODUCTION

The fact that Shur inequality is recommended in a number of prestigious Olympiads with its wide application and conducted in mathematics, issues that can be solved in exactly the same way, necessitates our deeper study of inequality. In this article we will look at the cases of the application of Shur inequality and some of its manifestations. In the case when we enter the level rows, we get some important results and study their application in matters. At the same time, we cite the methods of solving the issues proposed in the prestigious international Olympiads in mathematics by applying the inequality of Shur. In the modern era, which is developing rapidly now, a new look at all aspects of science, technology and industry, non-standard thinking is extremely important, and the development of such a worldview, thinking takes some time and labor. We also have directions that require a lot of non-standard thinking in the field of mathematics, and now the development of such views is the main task. So in this article, we will cite ways to solve many other, sufficiently high-complexity issues through a single inequality. First we will consider the confirmation that Shur brought inequality and prove this famous inequality.

Theorem 1 (Shur inequality) Let's say x, y and z be positive real numbers. Then it is desirable $\alpha > 0$ for the following inequality fitting.

$$\sum_{cyc} x^{\alpha}(x-y)(x-z) \geq 0$$

Proof: it can be said that since the inequality seen is symmetrical in relation to x, y, z , without prejudice to the generality $x \geq y \geq z$. Now we write the left side of the inequality that is required to be proved come to the following view.

$$\begin{aligned} \sum_{cyc} x^{\alpha}(x-y)(x-z) &= x^{\alpha}(x-y)(x-z) + y^{\alpha}(y-x)(y-z) + z^{\alpha}(z-x)(z-y) \\ &= (x-y)(x^{\alpha}(x-z) - y^{\alpha}(y-z)) + z^{\alpha}(z-x)(z-y) \end{aligned}$$

Apparently each part of the sum of the obvious is positive.

Equal $x = y = z$ or x, y, z two of the tokens are mutually equal and are executed when the third one is equal to zero. Proven.

In matters it is mainly effective to initially perform the appropriate replacement, and then apply Shur inequality.

Issue 1 (IMO 2000) For real positive numbers a, b, c , $abc=1$ if the condition is reasonable, prove the following inequality

$$\left(a - 1 + \frac{1}{b}\right)\left(b - 1 + \frac{1}{c}\right)\left(c - 1 + \frac{1}{a}\right) \leq 1$$

Proof: as is known, the inequality is strong equal to the same-sex inequality following $(a - (abc)^{\frac{1}{3}} + \frac{(abc)^{\frac{2}{3}}}{b})(b - (abc)^{\frac{1}{3}} + \frac{(abc)^{\frac{2}{3}}}{c})(c - (abc)^{\frac{1}{3}} + \frac{(abc)^{\frac{2}{3}}}{a}) \leq abc$

If $a = x^3, b = y^3, c = z^3$ $x, y, z > 0$ if we apply substitution, then this inequality comes in the form of the following.

$$(x^3 - (xyz) + \frac{(xyz)^2}{y^3})(y^3 - (xyz) + \frac{(xyz)^2}{z^3})(z^3 - (xyz) + \frac{(xyz)^2}{x^3}) \leq x^3 y^3 z^3$$

Or, in short, we can bring the following look

$$3(xyz)^3 + \sum_{cyc} x^6 y^3 \geq \sum_{cyc} x^4 y^4 z + \sum_{cyc} x^5 y^2 z^2 + \sum_{sym} x^3 \geq 2 \sum_{sym} x^2 y$$

Now, having simplified the last inequality, we can come up with the following.

$$3(x^2 y)(y^2 z)(z^2 x) + \sum_{cyc} (x^2 y)^3 \geq \sum_{sym} (x^2 y)^2 (y^2 z)$$

And our last inequality proved inequality, considering that the inequality of Shur is one of the private cases.

Issue 2 (USA TST 2003) If $a, b, c \in (0, \frac{\pi}{2})$, then prove the following inequality $\frac{\sin(a) \sin(a-b) \sin(a-c)}{\sin(b+c)} + \frac{\sin(b) \sin(b-c) \sin(b-a)}{\sin(a+c)} + \frac{\sin(c) \sin(c-a) \sin(c-b)}{\sin(a+b)} \geq 0$

Proof : First we do the following replacement

$x = \sin a, y = \sin b, z = \sin c$ get $a, b, c \in (0, \frac{\pi}{2})$ so

$x, y, z > 0$ it turns out that. It is not difficult to make sure that the following attitude is appropriate

$$\sin(a) \sin(a-b) \sin(a-c) \sin(a+b) \sin(a+c) = x^2(x^2 - y^2)(x^2 - z^2)$$

For other hads, we write the same relationship and bring the inequality that is required to be proved in the following form.

$$\sum_{cyc} x(x^2 - y^2)(x^2 - z^2) \geq 0$$

So inequality $x = \sqrt{u}, y = \sqrt{v}, z = \sqrt{w}$ if we do the replacements, it will come in the form of the following.

$$\sum_{cyc} \sqrt{u} (u - v)(u - w) \geq 0$$

This is the inequality of Shur $\alpha = \frac{1}{2} > 0$ private case in case.

Now let's look at the proof of some inequalities with the inclusion of level rows.

Theorem 2 If $f(x) = \sum_{k=0}^{\infty} a_k x^k$, $a_k \geq 0, k \in N$,

Then prove the following inequality

$$(x - y)(x - z)f(x) + (y - z)(y - x)f(y) + (z - x)(z - y)f(z) \geq 0$$

There $\forall x, y, z \geq 0$

Proof: in the case where Shur applies inequality, we can write the following reasonable inequality.

$$(x - y)(x - z)a_k x^k + (y - z)(y - x)a_k y^k + (z - x)(z - y)a_k z^k \geq 0$$

And proceeding from this, we can proceed to level rows.

$$(x - y)(x - z) \sum_{k=0}^{\infty} a_k x^k + (y - z)(y - x) \sum_{k=0}^{\infty} a_k y^k + (z - x)(z - y) \sum_{k=0}^{\infty} a_k z^k \geq 0$$

This while proof itself of the required inequality. Proven proof, using

Theorem 2, we bring the inequality that gives an excellent effect.

Issue 3 : If $\alpha \in R$ va $x, y, z \geq 0$, then prove the following inequality

$$(x - y)(x - z)ch(\alpha \ln x) + (y - z)(y - x)ch(\alpha \ln y) + (z - x)(z - y)ch(\alpha \ln z) \geq 0$$

There $\cosh(t)$ hyperbolic cosine function, $\cosh(t) = \frac{e^t + e^{-t}}{2}$

Proof: using Theorem 2, we can write the following.

$$\sum_{cyc} (x-y)(x-z)x^\alpha \geq 0 \quad \text{va} \quad \sum_{cyc} (x-y)(x-z)x^{-\alpha} \geq 0$$

By adding two inequalities, we get the following inequality.

$$0 \leq \sum_{cyc} (x-y)(x-z)x^\alpha + \sum_{cyc} (x-y)(x-z)x^{-\alpha} = \sum_{cyc} (x-y)(x-z)(x^\alpha + x^{-\alpha})$$

So $x^\alpha + x^{-\alpha} = e^{a \ln x} + e^{-a \ln x} = 2\cosh(a \ln x)$ if we take into account that this is the case, we will come to the following.

$$\sum_{cyc} (x-y)(x-z)(x^\alpha + x^{-\alpha}) = 2 \sum_{cyc} (x-y)(x-z)\cosh(a \ln x) \geq 0$$

Proven.

Now we will come up with some issues that are intended to work independently.

Issue 1: prove that the following inequality is reasonable for the real numbers of a, b, c positive optional

$$27 + (2 + \frac{a^2}{bc})(2 + \frac{b^2}{ac})(2 + \frac{c^2}{ab}) \geq 6(a+b+c)(\frac{1}{a} + \frac{1}{b} + \frac{1}{c})$$

Issue 2: If $a, b, c, d > 0$ va $a + b + c + d = 1$, prove the following inequality

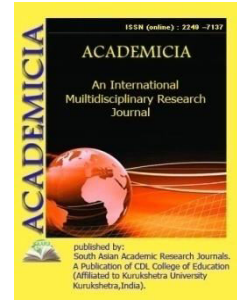
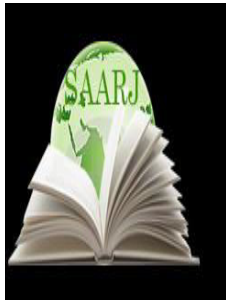
$$a^3 + b^3 + c^3 + abcd \geq \min\left\{\frac{1}{4}, \frac{1}{9} + \frac{d}{27}\right\}$$

KVANT 1993

REFERENCES:

1. Hojoo Lee. Topics in Inequalities-Theorems and Techniques. Seoul: 2004.
2. Andreescu T., Dospinescu G., Cirtoaje V., Lascu M. Old and new inequalities. Gil Publishing House, 2004.
3. Mathematical Olympiads, Problems and solutions from around the world, 1998-1999. Edited by Andreescu T. and Feng Z. Washington. 2000.
4. Math Links, <http://www.mathlinks.ro>
5. Art of Problem Solving, <http://www.artofproblemsolving.com>
6. Math Pro Press, <http://www.mathpropress.com>
7. D.S. Mitrinovic, Analytic inequalities, Springer Verlag, 1970.
8. K.S.Kedlaya, $A < B$, <http://www.unl.edu/amc/a-activities/a4-for-students/s-index.html>
9. T.J.Mildorf, Olympiad Inequalities, <http://web.mit.edu/tmildorf>

10. Алфутова Н.Б., Устинов А.В. Алгебра и теория чисел. Сборник задач для математических школ. М.: МЦНМО, 2002.
11. A.Engel. Problem-Solving Strategies. Parts 1, 2. Springer-Verlag New York Inc. 1998.
12. Ayupov Sh., Rihsiyev B., Quchqorov O. «Matematika olimpiadalar masalalari» 1,2 qismlar. T.: Fan, 2004.



DOI: **10.5958/2249-7137.2021.01842.5**

MIND AND GIFTEDNESS: A PHILOSOPHICAL EXAMINATION OF GIFTED EDUCATION

Akeem Amodu*

*PhD,

Department of Public Administration,
Lead City University, Ibadan, NIGERIA
Email id: amoduakeem@yahoo.com

ABSTRACT

A common episode in the philosophies of education is the phenomenon called mind. The Lockean declaration that the mind derives its ideas from experience firmly established the place of the mind in the process of education. The paper attempted to examine the nexus between mind and education. With particular reference to the idea of promoting the ideals and practices of Gifted Education, the paper attempted a conceptual analysis of the concept mind. This critical examination of the concept mind, in an historical and analytic manner, positioned the foundation for the submission, among others, that the mentally gifted is nature's endowment to humanity. The paper accordingly recommended a roadmap for nurturing the gifted.

KEYWORDS: *Gifted Education, Human, Mental, Mind, Philosophy, Talent*

1. INTRODUCTION

Attempts to proffer justificatory explanations for the ideals and practices of Gifted Education are founded on the view that some minds are more prepared for learning on a faster pace than some other minds. It is on the basis of this belief that perennial attempts have been made to identify these 'gifted' minds for some kind of special education (Piirto, J. 1999).

Attempt is made in this paper to identify, if any, the philosophical basis for Gifted Education. This attempt to establish the philosophical basis for gifted education is founded on the need to also identify the nexus between Gifted Education and the concept mind (Sriraman, and Dahl, 2007).

2. Gifted Education: An exposition

Gifted Education is that aspect of Special Education that is concerned with those distinctive practices, procedures and theories used in the education of children who have been identified as gifted or talented (Culatta and Tompkins 1998). Thus, this branch of education studies is also often referred to as Gifted and Talented Education (GATE) or Talented and Gifted (TAG) in some discourse.

Advocates of Gifted and Talented Education are of the view that human potentials are not uniformly distributed. Some individuals are accordingly believed to be more endowed with certain potentials than others (Calvin, 1996). It is against this background of the thesis of the non-uniformity of human potentials that proponents of Gifted and Talented Education argue for some kind of non-generalist form of education for children who exhibit high potentials.

When advocates of Gifted and Talented Education use the term 'gifted' with respect to students, children, or youth, they refer to those who show evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities (Callahan, 2008).

Proponents of Gifted Education hinge their argument further on the belief that education is a means by which every individual has the opportunity to reach his or her fullest potential. A corollary argument is to the effect that every child has a right to educational experiences that challenge his or her individual development, which may be below, at, or beyond the level of his or her age peers.

Hence, the argument continues, children that are perceptually or motivationally or intellectually prepared for challenges not offered in the standard curriculum should have their lessons paced to meet their level of preparedness. Such students, it is contended are entitled to enriched and accelerated educational programs (Colangelo & Davis, 1997).

There seems as well to be historical and observational support for Gifted Education (Newland, 1976). It is documented for example that in China's Tang Dynasty (circa 618 CE) child prodigies were summoned to the imperial court for specialized education. Plato (c. 427–c. 347 BCE) is also renowned for his advocacy of specialized education for intellectually gifted young men and women. The Renaissance was also characterized with the practice of identifying those who exhibit creative talent in art, architecture and literature for support by the state and wealthy individuals.

Research findings of renowned scholars also seem to buttress the necessity of Gifted Education. Sir Francis Galton's studies of high functions in humans (between 1888 and 1894) led him to categorize people into the gifted, the capable, the average and the degenerate. Adapting Alfred Binet's intelligence test Lewis Terman created the term intelligence quotient (IQ) to refer to one's mental age compared to one's physical age, as compared to a sampling of other people within one's age range. More importantly, for Lewis Terman, intelligence refers to "the ability to carry on abstract thinking".

The research efforts of Terman's colleague, Leta Stetter Hollingworth emphasized the importance of early identification, daily contact, and grouping of gifted children with others with similar abilities. While Hollingworth's findings were geared, among others, towards dispelling the

pervasive belief that "bright children take care of themselves", Hollingworth's studies also attempted to demonstrate how best to approach the education of children with high performance on tests.

Finally, one important document that has influenced the landscape of Gifted Education is the United State's Marland Report. The report, inter alia, defined gifted as "Children capable of high performance". Such children would "include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination: General intellectual ability, Specific academic aptitude Creative or productive thinking, Leadership ability, Visual and performing arts, or Psychomotor ability." (Callahan, 2007).

One can then safely conclude that the underlying general principle behind arguments for Gifted Education is that each child should receive a challenge appropriate to his or her preparedness and motivation. It is precisely on the basis of these arguments that scholars of Gifted Education attempt to articulate and provide educational programs that recognize and make provisions for the special needs of gifted students (NAGC, 2011).

3. Gifted Education and the concept of mind

The historico-philosophical foundation of education is suggestive of the fact that education is, in some sense, a phenomenon that is inexorably associated with the concept mind. The history of education is replete with the philosophies of thinkers who had addressed their attention to questions like: what is education? What ought to be the aim of education? What is the best method of education? Who is an educator? What, if any, is the difference between education and indoctrination? (Noddings, 1995) In the ultimate these are questions that bother on the quintessential question: how best do we affect the human mind for individual and, or, collective development? Classical, modern and post-Modernist responses to these questions, among others, form the body of thought of that branch of education studies now known as the Philosophy of Education. We find in the works of Plato, for example, the classical expression of the view that the aim of education is that of the pursuit of true knowledge (about the ideal, absolute and unchanging reality). For medieval scholars in general, the aim of education was, in general, that of evolving God-conscious individuals who shall understand all things within a particular metaphysical context, the religious.

During the Renaissance the goal of education was viewed as that of developing the individual's talents in all intellectual and physical areas (scholarship swordsmanship and wrestling, among others.). Thus for Renaissance thinkers, the educated person is not one bound to a specific discipline. The 17th Century British Empiricist Philosopher John Locke affected the landscape of the history of education with his view that the aim of education is that of practically preparing people to manage their social, economic, and political affairs efficiently.

The effect of Locke's conception of the goal of education is palpably felt in virtually all post-Lockean philosophies of education: Jean Jacques Rousseau's emphasis on the power of reason and critical thinking; Benjamin Franklin's emphasis of the utilitarian and scientific aim of education; Thomas Jefferson's aim of education as that of facilitating the emergence of a democratic nation; the twentieth century Montessori-Russellian view that education should serve the purpose of identifying and developing the needs and potentials of the child, among others.

It is noticeable that discussions about education in general, and about Gifted Education, in particular, are characterized by the use of mental-referring terms such as perception, motivation, ability and abstract thinking, among others. These mental-referring concepts also characterize discourse in that sub-branch of philosophy called the Philosophy of Mind (Amodu, 2002).

The Philosophy of Mind is in general concerned with mental phenomena such as memory and imagination, with particular reference to how these phenomena are related to physical phenomena, such as motion. It is therefore instructive that attempt is made to explore the nexus between the nature of mind and the use of mind-dependent concepts (like ability and memory) in Gifted Education discourse. We are going to approach this task of further clarifying the relationship between mind-dependent phenomena and the practice of Gifted Education by attempting a conceptual comprehension of the concept mind.

4. Mind: A Conceptual Clarification

Technically speaking, reason is the essence of the mind. Thus conceived the mind is the seat of thought and other mental activities. The human being is taken to be unique because of his presumed ability to reason. Such that to deny any man of this ability of the mind is to deny him of his essence or personhood thereby de-robing him of his claim to humanity and all the privileges – moral, legal, social and political – that go with belonging to the human race (Amodu, 2002).

The pertinent question at this juncture is: ‘what is the nature of mind?’ This question, among others, has occupied the attention of philosophers of mind over the years. Literature on the philosophy of mind indicate for example that there exists a plethora of theories on the nature of mental activities (Taylor, 1978). Otherwise called theories of mind, these theories are the results of the continued application of the analytical techniques of philosophy on mental phenomena. Generally employed to refer to human mental activities such as thoughts, feelings, desires and emotions among others, a broad classification of the theories of mind can be made along two lines: substance (or entity) theories of mind and non-substance (or non-entity) theories of mind.

Substance theories of mind will refer to all those theories of mind that conceive the mind to be an entity. These, for example, will include the Lockean and the Cartesian conceptions of mind. In Locke’s view for example, the mind is a substance in which are found ideas. This substance theory of mind in fact sees the mind as a storehouse of ideas. Thus, substance theory of mind informed Locke’s momentous declaration that ‘no proposition can be in the mind which it was never conscious of’. The substance theory of mind sees the mind as a substance or entity that forms an essential part of the person. This theory of mind, that there is a part of the person (mind) that perceives, reasons and understands, is a common-sensical view of the nature of mind.

This common sense theory of mind finds philosophical articulations in the thoughts of Plato and Descartes for example. Descartes conceives the mind as a thinking substance – *res cogitans* – the “thinking thing”, the substance in man, that knows. The mind is a non-material, and as such a non-spatio-temporal entity. The activities of the mind are not subject to mechanical laws. Therefore, the mind as traditionally conceived is an un-extended immaterial substance capable of thinking. This conception of mind follows from Descartes’ famous ‘I think, therefore I exist’ thesis. The mind on this account is the seat of thought, reasoning, and other mental activities.

The non-substance theories of mind depart from what has been identified as the substance or entity theory of mind. In the tradition of analytic behaviorism, for example, the ‘mind’ is conceived not as a substantial entity, but rather as an abstraction. What is called the mind refers to a dispositional state and not any substantial object. The ‘mind’ in this sense is conceptual (or abstract) and not, granted the usage, ‘concrete’ (or particular).

Furthermore, there is the brain state or brain function account of the ‘mind’ (Borst, 1970). This account shares intellectual affinity with the logical constructionist thesis that rather than being an entity, the ‘mind’ is non-substantive. The mind in this sense is nothing over and above brain processes or brain states. According to this tradition the *objectual* usage of the concept ‘mind’ will become old-fashioned in due course. A deeper scientific understanding of man, Cognitive Science, for example, believes, might reveal that there is nothing about man’s mental experiences that cannot be explained in terms of brain processes or brain states (Bailey, 1996).

The emergent scientific conception of ‘mind’ is also lent credence in the ordinary English language usage of the concept ‘mind’. In declaring that a person is intelligent for example, it is permissible to say ‘he is brainy’. Similarly the word ‘brainchild’ is used to refer to a person’s idea, intellection or plan. ‘Brainstorm’ refers to ‘a violent disturbance; a sudden mental lapse; ...bright idea; a spontaneous discussion in search of new ideas’.

One theory of mind that actually seem to have laid the foundation for Gifted Education, however, is the one that proffers a normative account of the causal role of mental processes. According to the normative account, rather than being a process, the mind is either a state or a kind of disposition or ability to carry out, or demonstrate the possession of certain capacities – intelligence, emotion and abstract thinking, among others.

The intellectual advantage of the normative conception of mind is best appreciated against a background of what Aristotle identified as rational powers. According to Aristotle, rational power is peculiar to human beings. It embodies potentiality or ability. For Aristotle, as Antony Kenny sees it for example, the vehicle of *an* ability is the physical ingredient, structure in view of which the possessor of an ability possesses the ability and is able to exercise it ... a vehicle is something concrete, something that can be weighed or measured. Ability has neither length nor breadth nor location (Antony, 1981).

5. CONCLUSION: Gifted Education For Gifted Minds

What the above conceptual clarification of mind aptly demonstrates is the fact that giftedness is a mental phenomenon. Giftedness is inseparable from mind-dependent phenomena such as consciousness, intelligence and critical or abstract thinking. Being gifted, refers, to a large extent to having the potentiality for performance or the ability to perform. The key words in the definition of giftedness – potentiality, ability, intelligence – derives from *mentality*. The state of mind of a child – his or her mindset – is indicative of how that mind should be educated. A mind that demonstrates preparedness for learning advanced mathematics and is still being bothered with memorizing and counting numbers is a mind abused.

Thus, to commit child abuse is not only to physically mistreat a child. The worst kind of child abuse is the one that refuses to take cognizance of the child’s mental preparedness for advanced learning. The side-effects of *mental abuse* (or, abuse of the mind) is the child’s development of a sense of neglect, isolation and deprivation.

To deny a child the right to education appropriate to his or her *mental* preparedness is to deny him / her of his or her humanity. A civil, compassionate and humane system of education cannot but then recognize the place of the gifted education in the quest for human development.

Questions and answers arising from discourse about giftedness are inexorably philosophical. While philosophers of mind are interested in questions about the nature of mind or giftedness in itself, philosophers of education raise questions about how we ought to train gifted minds. It is precisely the question 'how we ought to train gifted minds?' that, among others, dictate the necessity of the discipline Philosophy of Gifted Education. The same reasons that justify the study of the Philosophical Foundations of Education are justificatory of the need to study the Philosophical Foundations of Gifted Education. It is desirable, therefore, that a study of Philosophy of Gifted Education or Philosophical Foundations of Gifted Education be made compulsory for would-be teachers in general.

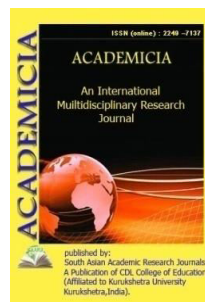
If indeed the mind is a terrible thing to waste, it is even more terrible to waste the mind of the gifted. The gifted and talented are nature's *gifts* to humanity. The identification and nurturing of such gifted and talented minds is a veritable platform for further enriching our humanity.

REFERENCES

- Amodu, A. A. 2002 *A Critical Appraisal of the Mind-Body Problem from the Perspective of the Yorùbá Concept of A Person* Ph.D. Thesis, Ife: Obafemi Awolowo University, Ile Ife
- Antony, K., (1981) 'The Metamorphosis of Metaphysics' *The Monist* 64 (1981) No. 1
- Bailey, J. (1996) *After Thought: The Computer Challenge to Human Intelligence* Basic Books, Reprint, Harper Collins, 1997.
- Borst, C. V. (1970) *The Mind-Brain Identity Theory: A Collection of Papers* London: St. Martin's Press
- Callahan, C. M. (2007) "Education of Gifted Students." *Microsoft Encarta 2008* [DVD]. Redmond, WA: Microsoft Corporation
- Calvin, W. H. (1996) *How Brains Think: Evolving Intelligence, Then and Now* New York: Basic Books
- Colangelo, N., & Davis, G. (1997). *Handbook of Gifted Education (2nd ed.)*. New York: Allyn and Bacon.
- Culatta, Richard A., and James R. Tompkins. (1998) *Fundamentals of Special Education: What Every Teacher Needs to Know* New York: Prentice Hall
- Locke, John (1969) *Essay Concerning Human Understanding* Book 4 Oxford: Clarendon Press
- National Association for Gifted Children (2011). Redefining Giftedness for a new century: Shifting the paradigm (Position Paper). <http://nagc.org/index2.aspx?id=6404>
- Noddings, N. (1995) *Philosophy of Education* Boulder, CO: Westview press pp 1-15
- Piirto, J. (1999). *Talented adults and children: Their Development and Education* (3rd ed.) Waco, TX,: Prufrock Press.

Sriraman, B. and Dahl B. (2007) On bringing Interdisciplinary ideas to Gifted Education in L. V. Shavinina (Ed.) *The International Handbook of Giftedness*. Springer Science

Taylor, Richard (1978) *Introductory Reading in Metaphysics* New Jersey: Spectrum Books



DOI: **10.5958/2249-7137.2021.01843.7**

SEMANTICS AND LINGU-CULTUROLOGICAL FEATURES OF OLD UZBEK LEXEMANS

Kholmanova Zulkhumor*

*National University of Uzbekistan named after Mirzo Ulugbek. Z. Kholmanova,
Tashkent / UZBEKISTAN
Email id: zulkhumor-uzmu@mail.ru

ABSTRACT

The article discusses the social function of language, its place in society, cultural concepts, national values, customs, traditions and their transmission to the next generation. The linguocultural features of the Turkic languages, in particular Uzbek, were discussed. The semantics of some lexical units during the period of the ancient Uzbek literary language, linguistic and cultural possibilities, national values, their significance in the expression of views are described. In addition to the denotative meaning in lexical units, the way of life of the Uzbek people, typical examples explain the reflection of concepts related to human relations. It was emphasized that the national language should be appreciated, considered as a means of communication and a reality that collects and expresses national values.

KEYWORDS: Old Uzbek Language, Lexical Unit, Etymology, Semantics, Lexeme, Semantics, Cultural Linguistics, Semantic Aspect, Linguocultural Aspect, Cultural Semantics, Social Function, Zoonym, Analogy, Standard.

INTRODUCTION

Social development, the level of national and cultural development, as in all spheres, is reflected in the language. In addition to the functions of communication, emotional impact and collection, language also serves to convey information, communicate and develop thinking. The functionality of the language has improved over time.

Language is the greatest product of human spirituality. Language serves the development of cultural and spiritual relationships. In turn, language is a source of national and cultural values.

The peculiarities of the nature of the Uzbek language, which has passed a certain stage of development and is a means of communication that incorporates national values, customs and

traditions, are clearly reflected in the analysis of the characteristics of this language during the period of all-Turkic development. The phonetic, lexical and grammatical features of the Uzbek language, characteristic of the period of common Turkic development, are reflected in the sources created at that time, in examples of oral creativity, in dialects.

Written sources reflect the language of a particular period as fully as possible. Dialects also play a special role in the subsequent development of linguistic phenomena, in the expression of linguistic processes, in the analysis of changes in the semantics of lexemes, in particular, the phenomena of semantic narrowing, semantic expansion. In this regard, it is important that the features of the ancient Turkic language, the preservation of lexical units in dialects and their survival to the modern Uzbek language demonstrate the expressive potential of the language.

Turkic languages, especially Uzbek, reflect the culture, worldview, way of life, customs and traditions of the people. Below we tried to analyze the semantics of some lexemes of the ancient Uzbek literary language (XIV-XVI centuries), to highlight their linguistic and cultural features, linguocultural features.

The linguocultural value of each language is determined by the lifestyle and social status of people who speak this language. The linguocultural features of the Turkic languages, in particular Uzbek, are manifested, first of all, in connection with the sphere of animal husbandry and hunting. Hunting and animal husbandry are the most ancient branches of the Turkic peoples. At the same time, such industries as agriculture and crafts were not alien to them. Preserved lexical features, socio-political and cultural ties of the Turkic languages during the period of general development, especially in the structure of zoonyms. The names of animals provide important information about the lexical development of the Turkic languages, the functional and semantic features of words, the formation of concepts as nouns.

Semantics and linguoculturological features of zoonyms

A.M. Shcherbak gave 1554 names of animals used in the Turkic languages [28, 172]. Studies of the terms denoting the names of animals, including the studies of A.M. Shcherbak, show that zoonyms differ depending on the age, sex and breed of the animal. It was noted that such a difference is only observed in animals used for agricultural work, and that such a classification does not occur in other animals.

The appearance of zoonyms in a number of Turkic languages provides information about the lifestyle of these peoples, the criteria for the classification of animals.

Zoonyms also served as the basis for the formation of new lexical units. For example, the compound word Gosandlior means "the road along which the sheep and goats pass": the shepherd and the shepherd sometimes call this road Gosandlior, because they know that Gala and Ramani are the path and tangi (7, 207). Due to the fact that a herd of sheep (and goats) passed, it is known that this road was called Gosandlior (gusfand "sheep"). Lior in translation from Afghan means "road".

Govgum, which means a specific part of the day, is the time between "another prayer" and "evening prayer." In the same sense, it is used in modern Kypchak dialects. Gov f. "Bull" (2, I, 405). The gum "disappears, disappears, gets confused, gets confused" (2, I, 421). Zahiriddin Muhammad Babur quoted the phrase that formed the basis of the term govgum. That is, they ask the man leading the ox where the narrow path leads. The passenger answers: "You know, the

bull is to blame for everything." Khoja Asadullo expresses his surprise: "Gov gum shavad, chikor kunem?" "What if the bull is absent or" gov gum ", that is, it is dark (the bull is not visible)?" Gov gum means "when the bull is in sight, when it is not," "darkness." This sentence also helps to clarify the etymology of the above word: look at the thought, take your time until the stubbornness of the path is known (7,153). The idea is a bull. In ancient Uzbek sources, oy means "bull", "cow", "calf"; I mean the name of the constellation [24 573]. In ancient Türkic sources, it is mentioned in the form of ud, meaning "cow" (11 605).

The ancient Türkic variant of a number of zoonyms of the Türkic languages was preserved in later periods. For example, the tail, which in the ancient Türkic language means "a bird as thin as a tail", is also found in the sources of the 14th century. Later, in connection with social relations, in addition to the Turkish names of animals, the zoonyms of assimilation began to be used. Most of the zoonyms used in the ancient Uzbek literary language are formed from Persian-Tajik words: kăptăr-kăftăr; murgobi, harmpoy, duck shahmurg. In the ancient Türkic and ancient Türkic languages, the duck was used by ducks in the sources of the XIV century; In the Old Türkic literary language, instead of the Alavans "crocodile" in the Old Türkic language, the suffix seriobiý began to be used.

Zoonyms played an important role in the everyday life and social and political life of the Turkic peoples. Due to the fact that the Turkic peoples were mainly engaged in animal husbandry and hunting, in the language of these peoples there were concepts and views associated with the zoonym. Zoonyms are often found in the proverbs of the Turkic peoples. This is determined by careful observation of natural phenomena, the movements of animals, the peculiarities of the Turkic peoples, including the Uzbek people. While the appearance of the name of a pet in proverbs depends on the requirements and conditions of the animal, observing the name of a wild animal is associated with hunting.

Zoonyms of fish, pig, elephant and goose are rare in Uzbek proverbs. Zoonyms of wolf, lion, dog, horse, camel, snake, bird, sheep and cattle are often found. This situation is explained by the fauna in the habitat of peoples, their characteristics.

In the main part of analogies in the Uzbek language, zoonyms serve as the standard: meek like a sheep, strong like a wolf, strong like a lion, cunning like a fox, (to be) humiliated like a dog, a rabbit (a coward). Zoononyms are also used to pamper children: my lamb (sheep's baby), my mare (horse's baby) and my camel.

Semantics and linguoculturological features of words of action-state

National customs, traditions, cultural and spiritual values are also reflected in words that express action. For example, the lexeme of movement is interpreted as meaning "bow, kneel" (19,173), "bow in reverence" (18,712).

It is clear from the context that the "yukun" was carried out simply or seriously. The concept of "just once" is reflected by the addition of shape: one is loaded with three layers on fire, and three layers on fire, and one is loaded by suction and pulling (7,181). One of the sentences in this proposal reflects the action-for-action semaphore. The concept of "bending over and over again" is evident in the combination of a high load: a thick load even when pulling (7 160). Loading was considered a form of humility that had to be done in any situation: Aldaragandin collapsed twice before loading ... (7,264).

The word yukun served as an expression of a kind of humility, national etiquette. The word gives a clear idea of a person's attitude to others, his position, his position: first I met with Poyanda Sultanbegim, then I met with Ofokbegim, and then I met Khadijabegim (7,144). Here, a person's respect for Poyanda Sultanbegim and Khadichabegim and his negative attitude towards Ofokbegim is expressed by the word "yukunmok"; "... excessive compliments, pregnancy first, asking to go through the agreed place negatively affects the reputation" [31, 85].

In the next sentence, the word yukun- refers to the action after bukil =: I fell asleep when he did not ask, there was no way to load, I bent down and saw him ... I ordered him to come down and meet me (7,160). It can be seen from this sentence that the appearance of the etiquette of humility, characteristic of the period in which the work was created, is expressed in the following words: bend - bow – kneel

Load repeatability was also important. Usually one layer, if humility is higher, three layers, sincere respect, nine layers when loading: "Loaded" in three layers: Loading was done in direct contact with a person: the forklift reached the ground and was loaded with nine layers (7,160). This is also done when leaving the presence of the ruler: the little khan was also wounded in the fire nine times (7 160). When the repetition of the action exceeded the norm, it expressed more apologies, forgiveness than humility: twenty-five, twenty-six layers of the load were loaded and left, came and went (7,181). Babur deliberately counted Khisravshah's bow (25-26 times) and drew attention to it. ... the author expressed the state of defeat through the behavior of the palace aristocracy, the rules of the Timurid sultanate "[10, 87]. The words bordi and keldi denote the state of action after a high level of stress.

The word semantics, which is semantically close to the verb yukun-, has the following meanings in the play: a) "service rendered out of respect for the king": b) means "the presence of the king": Firuzkhan and Sheikh Boyazid, Mahmudkhan Nukhani and Kazi Jia came into slavery (7.366); c) "ask for forgiveness, bowing down": Kazi Gulam fled under the pretext of slavery (7,121); g) denoting "obedience": ... Most of the corrupt Khisravshah will come to the service of the king (7,180); I hope that this morning all the navars and merchants of Khisravshah will come and accept the royal service (7, 179).

The word "worship" means "bow down": a man on horseback came to worship me (7,162). Leaning in this sentence did not mean "bow", but simply waiting for the time to attack. In the next sentence, he had in mind the concept of "approach": Sigin = a religious term in the modern Uzbek literary language, denoting the concept of "worship of God, saints, worship, worship and figurative faith in someone or something" (30, II, 59). The term "bending" is obsolete.

The words Bukil = - ta'zim qil = - kulluk qil = - yukun = - tiz ch'yk = - sirin = express different degrees of "bending". The gradation of these words, used in "Beauburnom", served to increase sensitivity, for a vivid expression of the concept, for reflecting views on national service, relationships between people of different classes.

Semantics and linguocultural features of nominal lexemes

The Türkic vocabulary of the ancient Uzbek literary language gives a clear idea of the way of life, worldview, rituals of people. Describing the events in Kabul (nine hundred and twenty-fifth year of AH), Babur writes: In this sentence, a one-year-old oyster means "the oyster of God, made in the years of plague, plague" (19.58); the word consists of the components year and year.

The compound word *ilkiran* refers to the year of *kiran*. The word *kiran* in this word is interpreted as "plague, famine and destruction as a result of war" (3225). The word *kiran* means "to kill in large numbers" and comes from the ancient Uzbek verb *qyr-verb* meaning "to kill in large numbers", with the suffix (a) n (22,551). *Kiran* "destruction", "loss" (25,489). *Yilkiran* Oshi was first created during the years of plague and plague and expressed the hope of people to get rid of these scourges. Later, it became a ritual to ask for protection from the arrival of the *balo* or *kiran* (s) (used in this sense in *Boburnom*). As a result of historical development, there has been a change in the functional-semantic structure of the word. Since the word *kiran* is associated with the concept of "a certain period of time", it represents the semantics of time. According to *Yilkaran*, the same "why pull the soup" is the leading one. In the word of God, which is synonymous with the word *Yilkaran*, the semantic "devotion to the way of God" of food prevails. *Hudoyi* is "divine"; "Good job"; "Sacrifice" (25,429). *Hudoyi* is not connected with the concept of time.

More than a hundred lexemes representing the concept of tradition, ritual, for example *Yilkaran*, give an idea of the views of people in certain historical periods.

The process of semantic change continued in the later stages of the development of Turkish lexemes. In the current use of some Turkish lexemes, there is a semantic narrowing. This situation is explained by internal laws in the process of the historical development of the language and the formation of another artificial lexical unit representing this concept, or the assimilation of the lexical unit of another language.

There are a number of words that fell out of use in later periods. Such words were preserved in written sources created at that time. These words are important for expressing the worldview and values of people. Therefore, it is important to study such words, to clarify their etymology.

Semantics and linguocultural features of the semantic units "time"

The way of life, national values and traditions of the Uzbek people are also reflected in the units representing the concept of "time". In the ancient Uzbek literary language, units of time are named according to a number of criteria.

1. The concept of "time" is expressed in units of century, month, year, season, week, hour, pos, steam, weight, burn, money, minutes.

2. Expressed by the time of occurrence of a certain event:

a) Words denoting the forms of prayer and prayer mean the concept of "time" based on the transfer of meaning in a metonymic way. *Namaz* is a prayer of obedience that includes morning, noon, afternoon, evening and night prayers (25,257).

b) the concept of "time" is expressed by the time of the onset of the state of action associated with the object-event: *milkshake* - prepared *milkshake* (7,209);

c) the concept of "time" is expressed through the process of action: on the basis of the semantic expansion of the word "grain", the period of grain (*grain*) is called the compound word "harvest time": 7 287); the development of the semantics of the unit of time of grain can be compared with the unit of ripening of the modern melon ("autumn");

d) The concept of "time" is expressed in words related to military operations as follows:

- The concept of "time" is reflected in connection with the weapons of war: the drum (drum) is played during the call to battle or at the end of the battle. The time of the drum signified "the end of the battle," that is, "evening time";

- The concept of "time" is reflected in the time spent on military operations: the ability to ride a horse, the ability to draw a sword, the ability to tie a flag; chance to shoot two bullets.

3. The concept of "time" is expressed by the movement of the sun:

a) The limit of the movement of the sun before noon was taken as a criterion: before noon was a war (7,336). In the ancient Uzbek literary language, the word zuhr was used to describe the concept of "noon" (18,261). This word also meant the concept of "a prayer to be performed at that time" (midday prayer) (19.51): I performed ghushl and performed zuhr (7.429); the numerator in the form of a spear also meant the time of sunrise;

b) The criterion for expressing the concept of "time" is the state of movement of the sun at sunset. The concept of "sunset time" is expressed in units of the time of sunset: here it was drunk before sunset (7.312). Sunset time is "time after sunset" (19.47). In a unit of time obstruction, the semantic expressions of the word obstruction were expressed: obstruction - Arabic for "disappearance"; extinction, death "; "Reject"; "Finally"; "Sunset" (25 148); destroy, "destroy"; "Below"; "Sink" (18,240);

c) The position of the Sun in relation to the constellations was taken as a criterion: the Sun surrendered to the meson (7.103); The sun surrendered (7,295).

4. The concept of "time" is expressed in terms of the day:

5. The concept of "time" is explained on the basis of the names of the months: zulhija "the twelfth month of the year of the hijra" (7.64); "Eleventh month of the year of Hijri" in Zulk (7.64); rabbi al-awwal "the third month of the year of hijra" (15,138); Rajab "the sixth month of the year of Hijri" (7.139); Jumadiul before "the fifth month of the year of the Hijra" (15.59); finally, "the sixth month of the year of Hijra" (15.59); Shaban - "the eighth month of the year of Hijri" (15,200).

6. Reflected by day of the week: Sunday "second day of the week"; odin "juma kuni".

The word pashkol in Boburnom refers to the concept of "time" based on the Indian climate. Pashkol means "rainy season" in most places: summer is rainy and rainy, Pashkola is rainy four or five times a year (7 361);

In the monuments of the ancient Uzbek literary language, there are cases when the concept of "time" is expressed by the author's skill of formulation. For example, Babur expressed time through specific comparisons, depicting day and night by analogy with Islamic concepts: ... until 216,000 eyes close and open overnight ... (7, 359); ... One night and day 8640 turns until he reads Fatiha with Bismillah (7,358).

The terms used in the 14th century are "yʻtgan oy", kalgʻan ai "kelasi oy", kalgʻan kəychə "kelasi kecha", tyn kəychə "yʻtgan kecha" kəldəchi ai "kelasi yyldan keiədanigi oy" kun "indinning ertasi", birisi kun "indin, ertadan keyingi kun", əsrəgy kun "atgan kun", yaryn "ertagi kun", yikiz (yikindiy) "asr namozi vaqti", yatsun "yrim buchtun", t , kushluk "saqar vaqti, erta tong" [26,60] are rarely used in the sources of the ancient Uzbek literary language. Instead of these units, the

lexical units of the Arabic and Persian-Tajik languages related to the worldview, beliefs, customs and traditions of the people began to be used.

In particular, Persian-Tajik numbers were actively used in the ancient Uzbek literary language. There was a change in the semantics of the Persian-Tajik numerals in the old Uzbek language, which served to express several related concepts. For example, pos "part of the night" (19,112); "One-eighth of the night." From this word pos, homonyms are formed: pos II "obedience, attention"; pos. III meant "protection, preservation" (2, II, 583). In Beauburnom, Poz expressed the concept of time, about 180 minutes. Pos has survived in modern Uzbek and is not used separately. Although the term pos mainly refers to a part of the night, it also served as a measure of time to express a specific part of the day: And I passed the pos of the day ... (7,454). The period, expressed by the word pos, is numerically determined by the number used: two pos - time equal to 360 minutes: three pos - time equal to 540 minutes. Two pos, three pos are not used in modern Uzbek literary language.

Numerals related to the concepts of "time", "norm, size" in the lexicon of "Bauburnom" reflect the national views and traditions of the people, as well as historical units, diachronic forms.

CONCLUSION

Each language has its own history, each national language has its own stage of development. The national language has been perfected and developed over the centuries, and the national language has risen to the level of the state language. Each language has its place in the development of a particular nation, intelligentsia, and great thinkers. For example, in the development of Uzbek, one of the most widespread Turkic languages in the world, it is worth noting the special contribution of hundreds of enlightened people, such as Mahmud Kashgari, Yusuf Khos Hajib, Alisher Navoi, Zakhiriddin Muhammad Babur. , Abdurauf Fitrat, Abdullah Avloni, Elbek. Mahmud Kashgari proudly recognized the Turkish language as "equal to and superior to the Arabic language, like two goats."

Every child of any nation, every person belonging to the nation, first of all specialists, the intelligentsia, especially writers, must pay special attention to the language, the national language.

The weapon of literature is the word. The writer must be able to understand the subtleties of a word and use the subtleties of meaning in practice while the word is in the hand. Thanks to the artistic skill of the creators, the possibilities of the word's meaning are refined from time to time.

In the process of language development, changes are observed at all levels. In particular, changes are noticeable at the lexical level. The semantics of a lexeme expresses cultural relations, as well as phenomena such as expansion and contraction of meaning. An analysis of the semantics of lexical units provides important information about the lifestyle of a particular people, their relationship to reality, the ability to reflect the worldview in language.

Language is also an incomparable blessing encompassing the history of a nation, its unique customs, traditions, way of life, spiritual and cultural world. Consequently, the current state of the national language is the responsibility of all users of this language for its future fate. This responsibility determines the duty to the ancestors, the duty to generations.

Recommendations

1. One of the features that unites the Turkic languages into one linguistic family and distinguishes them from other linguistic families is the proximity of the lexical content and a single grammatical structure. Consequently, all Turkic languages, except for Chuvash and Yakut, are mutually intelligible. Comparative study of the vocabulary of the Turkic languages provides important information for the development of semantics and cultural linguistics.
2. The main percentage of written monuments of the Turkic languages is written in Arabic. In particular, written sources created in the old Uzbek literary language were available to the general public in Arabic. Arabic graphics play an important role in the historical development and cultural life of the Turkic peoples. The Arabic script, which entered the world of the Turkic languages, has been serving the socio-cultural needs of public life for more than 1000 years. Arabic graphics served as a unifying tool in the common cultural and historical life of the Turkic peoples. The text in Arabic script, which did not have a vowel system, could be read in a manner characteristic of each Turkic language (Uzbek, Turkish, Tatar, etc.). This is because the Turkic languages differ in phonetics, especially in the vowel system. Along with the existing alphabet, Uzbek philologists need to master the ancient Uzbek graphics based on the Arabic alphabet.
3. The vast amount of literature written in Arabic has been accepted as its own in every part of the Turkish cultural world. A whole complex of Turkish-Uzbek written monuments, rare examples of spiritual culture in the form of Arabic writing have been preserved. Written monuments in Arabic script reflect the way of life, customs and traditions of the Turkic peoples, including the Uzbek people. The study of the national worldview, linguistic and cultural characteristics embedded in the depths of historical sources serves to substantiate the integral unity of national history and language, highlight national and universal values, and identify future problems of linguistics. Semantic, linguoculturological study of the lexical features of classical sources serves to enrich the areas of modern lexicology, lexicography and phraseology with new information.

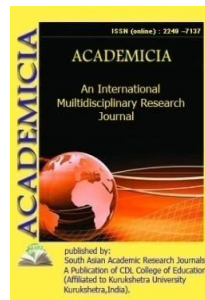
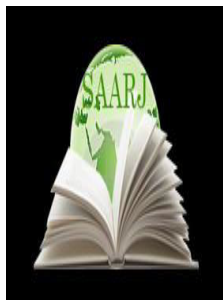
REFERENCES

1. Абдушукуров Б. Zoonyms in the language of Turkish written sources of XI-XIV centuries. Philol. fan. name. diss. author's ref.-Tashkent, 1998.-16 p.
2. Explanatory dictionary of the language of Alisher Navoi's works. I – IV year. –Tashkent, 1983–1985.- I – 656; II – 644; III – 624; IV – 636;
3. Attuhfatuz-zakiyatu-fil-lugatit turkiya.-Tashkent: Fan, 1968. -280 p.
4. Bazarova D.Kh. History of the formation and development of the zoological terminology of the Uzbek language.-T.: Fan, 1978.-224 p.
5. Bazarova D.Kh. Names of horses // Bazarova D.Kh., Sharipova K.A. Development of the vocabulary of the Turkic languages of Central Asia and Kazakhstan.-T.: Fan, 1990.-P.12.
6. Biyaliev A. Kyrgyz folk terms of commercial hunting. Abstract of the thesis. diss. ... Cand. philol. Sciences.-Frunze, 1972.
7. Babur Zahiruddin Muhammad. Boburnoma. –Tashkent: Fan, 1960; –Tashkent: NMAK “Sharq”, 2002. –B. 336 +32 p. Zarvarak.

8. Budagov L.Z. Comparative dictionary of Turkish - Tatar dialects. Volume I.-SPb. 1869/1960. -820 p .; Volume II. SPb. 1871.- 417 s.
9. Buranov M. Terms of animal husbandry in the Uzbek dialects of Karakalpakia. Abstract of the thesis. diss. ... Cand. philol. sciences. –Tashkent, 1972.
10. Gulbadanbegim. Proclamation. –Tashkent: Manaviyat, 1998.-104 p.
11. Ancient Türkic dictionary.-Leningrad, 1969.
12. Devonian Turkish dictionary. I– III. –Tashkent, 1960–1963. I – 500 p .; II – 428 p .; III – 463 p.
13. Ibragimov K. Ancient Türkic names of animals in the vocabulary of modern Türkic languages. Abstract of the thesis. diss. ... Cand. philol. Sciences.-M., 1975;
14. Historical development of the vocabulary of the Turkic languages.-M .: Publishing house Acad. Sciences, 1961.-P.162-172.
15. Ishakov F. A concise glossary for Boburnoma. - Andijan Publishing House, 2008.-236 p.
16. Ishakov M., Sodiqov K., Omonov K. Mangu bits.-Tashkent: TDSHI, 2009.-112 p.
17. Musaev K.M. Vocabulary of Turkic languages in comparative coverage.-M., 1975; Щербак А.М. Названия домашних и диких животных. В книге: 7.
18. Dictionary of Navoi works. Edited by Porso Shamsiev. –Tashkent, 1972. -784 p.
19. Nazarova H. Explanatory dictionary of works of Zahiriddin Muhammad Babur.-Tashkent, 1972. -187 p.
20. Pavet de Courteille A. Dictionnaire Turk – Oriental. Amsterdam: Philodress, 1972. -P.538.
21. Нишонова Н. Content analysis of the field of archetypal lexemes "animal" in the Uzbek language. Philol. fan. name. ... diss. author's ref. –Tashkent, 2000. –P.-25.
22. Rahmatullaev Sh. Etymological dictionary of the Uzbek language (Turkish words). - Tashkent, 2000. -600 p.
23. Safarov M. Observations on the vocabulary of the Turkic languages // Research on the vocabulary and grammar of the Turkic languages. –Toshkent: Fan, 1980. –S. 126.
24. Sevortyan E.V. Etymological Dictionary of Turkic Languages. –M .: Nauka, 1974–1989.
25. Tajik-Russian dictionary. Ed. M.V. Rakhimi and L.V. Uspenskaya. –M .: State. ed. in. and nat. dictionaries, 1954.-789 p.
26. Translator - a written monument of the XIV century. –Tashkent: Fan, 1980. -127 p.
27. Urunov T. Uzbek sheep-breeding terminology (based on the materials of the Kashkadarya region of the Uzbek SSR). Abstract of the thesis. diss. ... Cand. philol. sciences. -Samarkand, 1964; Buranov M. Terms of animal husbandry in the Uzbek dialects of Karakalpakia. Abstract of the thesis. diss. ... Cand. Phil. sciences. -T., 1972; Khodzhamberdiev G. Livestock vocabulary of the Uzbek language (mainly based on the materials of the Fergana Valley). Abstract of the thesis. diss. ... Cand. philol. sciences.-Tashkent, 1972; Usmanov S.

Hippological terminology of the modern Uzbek language. Abstract of the thesis. diss. ... Cand. philol. Sciences.-Tashkent, 1988.

28. Shcherbak A.M. Names of domestic and wild animals. Historical development of the vocabulary of the Turkic languages.-M.: Publishing house of the Academy of Sciences, 1961.-P.162-172.
29. Dictionary of Uzbek folk dialects.-Tashkent: Science, 1971.-407 p.
30. Explanatory dictionary of the Uzbek language. -Tashkent: National Encyclopedia of Uzbekistan State Scientific Publishing House, 2006. I 80680 p.; II- 672 p.; III - p. 688; IV - Tashkent, 2008. -608 p.; V - 592 p.
31. Qudratullaev H. Yukunish policy // Tafakkur.-2004.-№3. -B. 83-87.
32. Qudratullaev H. Bobur armoni. –Tashkent: Sharq, 2005.-384 p.



DOI: **10.5958/2249-7137.2021.01844.9**

DEVELOP A SENSE OF PATRIOTISM IN YOUNG PEOPLE SOCIAL PEDAGOGICAL NECESSITY

F. A. Dosumxodjaev*

*Teacher, Independent Researcher of UzPFITI
Specialized Branch of the Tashkent State Law University,
UZBEKISTAN

ABSTRACT

This article discusses social pedagogical necessity for developing the sense of patriotism. The article also states that the application of a situational approach to the problem of developing a sense of patriotism in future is of particular pedagogical importance. I think that these people can consider themselves patriots if some of the above and other professionals mentioned above, in addition to who they are, make their contribution to the future and development of this country, even if it is a milestone. A patriot is a man who wears a military uniform and carries a weapon in his hand, a man who works in the fields with a hoe on his shoulder, a man who reads books day and night, a man who digs coal more than a hundred meters deep, a man who works to develop the country's economy. Sometimes when you start talking to them about the Homeland and patriotism, they may not be interested in what you are saying, and there are those who think that such words are "obsolete."

KEYWORDS: *Youth, Patriotism, Pedagogy, National Interest, Situational Approach, Sense Of Patriotism, Unity And Integrity Of The Homeland, Interpersonal Social Relations, Social Environment.*

INTRODUCTION

Each of us has a wisdom that is imprinted in our hearts: "To love the motherland is faith." It is said that he is a believer, because a person who has faith will never sell his homeland, will do his best for its bright future, and will not spare his life if necessary.

The homeland is the place where a person and his ancestors were born and raised, the place where umbilical cord blood was shed. Today, some people have a different understanding of the great blessing called the Homeland. According to them, the homeland is the place where a

person likes to live, where the stomach is full, and where there is an idol, the place is considered to be the homeland. even a kindergarten child born and raised in the most remote village of our provinces would give the same answer.

After gaining independence, we all say, "Our homeland is Uzbekistan," and tell the world that there is a country called Uzbekistan, that there were great people who shook the world, and that there are now and will be such people in the future.

The answers to the questions of who a patriot is, how he should be, what he should do to be a patriot can vary. A patriot is a man who wears a military uniform and carries a weapon in his hand, a man who works in the fields with a hoe on his shoulder, a man who reads books day and night, a man who digs coal more than a hundred meters deep, a man who works to develop the country's economy. It is possible to count some of the entrepreneurs who created their jobs, made a name for themselves on the world market with the mark "Made in Uzbekistan".

I think that these people can consider themselves patriots if some of the above and other professionals mentioned above, in addition to who they are, make their contribution to the future and development of this country, even if it is a milestone. An example can be given as an answer to one of these questions. After World War II, we know that Japan was in a very difficult economic and political situation. At that time, the people of the country, even though they were starving and naked, brought their belongings (money, valuables, etc.) to the government. The leadership of the state united the people and led them to work for the prosperity of the Motherland, and all looked to the future with confidence. The state came out of the crisis mainly because of this and has come to this day by creating the country of today's Japan. Everyone born and raised in this country is a patriot of this country. Therefore, if everyone considers himself a patriot, then the question of what may be the current issues of further raising patriotic education in modern conditions will make everyone think.

The upbringing of patriotism certainly begins with the family, because the family is also a small country. Just as the development of a country depends on its leader and its people, so does the family. There is a saying among the people that if a child does a good deed, he is encouraged to thank his parents.

This means that the environment in which the child is brought up meets the requirements, and the parents have been able to guide their children in the right direction. If every parent can gather his children every day and encourage them to love the Motherland for ten to fifteen minutes, to serve the Motherland sincerely, to continue the glorious deeds of our ancestors, the children who grew up in this family will grow up to be true patriots. If a child hears and understands some of the shortcomings of our economic development in school, on the street and among friends, if the parents can correctly explain to him at that time that these conditions are temporary, that these defects will soon disappear, this is the future success of the family and their children. is calculated. If a child hears and understands some of the shortcomings of our economic development in school, on the street and among friends, if the parents can correctly explain to him at that time that these conditions are temporary, that these defects will soon disappear, this is the future success of the family and their children. is calculated.

The community is a mahalla, so the saying "Seven neighboring parents for one child" belongs only to the Uzbek nation. For example, in the past, if a child in the neighborhood was seen smoking, he or she would be turned away this way, regardless of who they were. If the child's

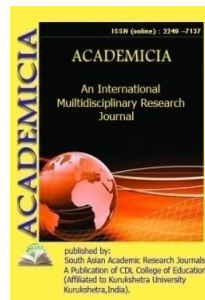
parents heard this, they would be grateful to that person. Whether that boy was afraid or respected, he would not do it again. Today, however, this situation seems to have diminished a bit, and the further development of this tradition is one of the pressing issues facing us. Because some parents are indifferent to this, and when the time comes, they go to war with the people who are leading their children in the right direction, explaining that what they are doing is wrong. Many mahallas in our country are becoming more beautiful. The beautification taking place there amazes not only our compatriots, but also guests and tourists from abroad. The reason for the above is because the process of living in a neighborhood, all the families living in that neighborhood, has to be under one management and control. This, in general, is one of the factors in educating people in the spirit of patriotism, as we say.

Vissarion Grigorievich Belinsky said the wonderful words that a man is, first of all, a son of his country, a citizen of his homeland, who warmly embraces his interests. Further formation of a sense of patriotism among young people is carried out mainly in educational institutions.

There are various features of upbringing, from which young people do not have enough time to solve their problems of interest in life, and he can try to achieve everything and do superficial things in some key areas. Sometimes when you start talking to them about the Homeland and patriotism, they may not be interested in what you are saying, and there are those who think that such words are "obsolete." Today, there is a youth movement "Youth Union", which has a number of tasks to carry out educational work among young people. Wherever these things are desired, there will be discipline and the upbringing of our youth in the spirit of patriotism will be high. In view of the above, we must not forget our traditions, values and history of the Uzbek nation and people, but also develop them, to raise the level of patriotic education not only among young people, but at all levels of our countrymen.

REFERENCES

1. Mirziyoev Sh. Speech of the President of the Republic of Uzbekistan Shavkat Mirziyoyev at the enlarged meeting "Our Armed Forces are a strong guarantee of stability and development of our country" // "People's speech", T 2018 №6 (6964) 1-p.
2. Gasenov Z.T. Osnovnyy napravleniya deyatelnosti nauchnoy shkoly "Potrioticheskoe vospitaniya grazhdan Rossiyskoy Federatsii" / Izvestiya Dagestanskogo gosudarstvennyy pedagogicheskogo universiteta. Psycho-pedagogical science. №2, 2009.-S.11-19.
3. Shakirov Sh. Ideologicheskiy immunitet kak professionalnoe kachestvo voennoslujashchix. Society and Innovations 1 (1 / s), 490-495-b. <https://inscience.uz/index.php/socinov/index>.
4. Akramova Sh. Current issues of educating young people in the spirit of military patriotism. T. "Spirituality": 2018-7-p.
5. Law of the Republic of Uzbekistan No. ZRU-458 of January 9, 2018 "On the Defense Doctrine of the Republic of Uzbekistan" // Information and search system of the legislation of the Republic of Uzbekistan, 2017, Article 40.



DOI: **10.5958/2249-7137.2021.01845.0**

EXPERIMENTAL STUDY OF SPEECH DEVELOPMENT IN BILINGUAL CHILDREN

Shamsieva Manzura*

* PhD Student of UzMU,
UZBEKISTAN

ABSTRACT

The development of child speech is a complex, multifaceted and long process. Children do not suddenly master the lexical-grammatical structure, word changes, word pronunciation, sound pronunciation and syllable composition. Some groups of language signs are mastered earlier, some later. Therefore, at different stages of the development of children's speech, some elements of the language are assimilated, while others are partially assimilated. In this, the mastering of the phonetic structure of speech will be closely related to the formation of the lexical-grammatical structure of the native language. Most scientists believe that in a normal developing child, language acquisition occurs spontaneously, naturally and without special efforts. The features of the formation of language and speech in children are associated with the process of achieving physiologic perfection of the central nervous system and its specific plasticity. The normal formation of psychophysiological systems that provide for the assimilation of speech, in turn, requires their timely stimulation in relation to speech signals. Due to the lack of such stimulation (for example, in connection with a hearing impairment), the processes of speech mastering are delayed. The speech, which is mastered "without special efforts", is referred to in the psychology of the young age as "a period of crisis". The duration of the crisis period is determined by the researchers in different ways. Buda is often divided into two options: from birth – from 9-11 years of age and from two years – until adolescence. The article describes the results of empirical research on these issues.

KEYWORDS: *Bilingualism, Bilingual, Monolingual, Coding, Decoding, Language Competence, Speech Pronouns.*

INTRODUCTION

In the global environment, the need to ensure the effectiveness of language communication is becoming more relevant, which leads to an in-depth study of the problem of language interaction and interaction, the focus of linguistic research on the formation and functioning of bilingualism. The current stage of linguistic research is characterized by the study of the properties of language activity in the quality of communicative code, the current state of language and language variability. In linguistic literature devoted to language communication, there are conflicting or even diametrically opposed approaches to the nature and nature of the phenomenon of bilingualism, the interpretation of the term, the classification of the types of bilingualism, as well as views on the aspects of its research. Bilingualism or bilingualism in linguistic interpretation is defined as the practice of alternating use of two languages. At the same time, the main feature of this phenomenon is the functioning of two languages in the communication of the same speakers. This is especially important, because the interaction of systems takes place only in the course of their functioning. For a number of researchers (Shcherba, Gerd), bilingualism is the ability of a particular population group to communicate in two languages depending on the situation or circumstances. Considering that both their national language and any foreign language are well mastered as bilingualism, some researchers argue that bilingualism development is not essentially an obstacle to the development of national languages, on the contrary, the phenomenon of bilingualism can be one of the important sources of further development of national languages. However, regardless of the existing approaches to the interpretation of the term "bilingualism", the variety of scientific views on its essence and nature can be divided into two groups. The first concept is considered to be two languages equally free possession bilingualism, while the second concept indicates that there are significant differences in two tilni cognition and Bil different degree of assimilation (low and high) in bilingual.

In the study of the speech characteristics of Bilingual children, language is an important means of communication, storage and transmission of Information, its connection with thought, its role in the development of personality A.R.Loriya (1976) and P.q. theory of speech activity (L.Vigotsky 2001; N.Jingin 1982; A.Leontev 2003); systematic organization of speech function, modern legislation on speech ontogenesis (P.Anaxin, 1978; A.Leontev, T.Ushakova, 1989); tilni study in terms of personality, its needs (A.Zalevskaya, 1979; I.Zimnyaya, 1985; L.Shcherba, 2004) relied on the base concepts about.

Methods: The set of psycholinguistic methods is intended for children aged 7-8 years, which includes 10 Tests and consists of interrelated tests aimed at understanding speech and actively mastering the grammatic structure of speech, analyzing the process of speech production in general. In particular, 1-2-3-4-5-6-9-10-tests-decoding process; 7-8-tests-are designed to check the coding process:

- 1-ability to establish test – semantic-syntactic relationships;
- 2-test-sentence comprehension and comparison;
- 3-test-understand sentences;
- 4 – to understand the logical-grammatic structure of the test-sentence;
- 5-6-test-to understand the syntactic structure of the sentence;

7-8-research on the formation of test –speech expression;

9-10-the test is aimed at checking the understanding of syntactic structures, auxiliary and conciliatory devices.

The reliability and accuracy of the conclusions obtained as a result of the study is based on the interoperability of all methodological levels of the study: appropriate psychometric requirements, the choice of methods; Organization of experimental work in compliance with the theory and methodology of psycholinguistics; reliable strategies for the formation of reproducentative selection of recipients; the application of mathematical processing techniques of experimental data

Data, Analysis, and Results

Speech activity is formed and realized in close connection with other psychological processes occurring in the sensory-intellektual and affektiv-will circles. At the age of 7-9 years, children switch to educational activities that require the formation of expression at a level understood taking into account the new type of activity, that is, the speech laws of the language.

The experimental study consisted of three phases. At the first stage, a lexical-semantic and cognitive analysis of the proposed sentences was carried out. As a result of such analysis, the lexical components of these structures were allocated, as well as the basis of adekvatlik, partial adekvatlik or noadekvatlik. In addition, the basis of the similarity, on which the structure of the structure occurred and caused some chains of their own associations, was also allocated. The results of the empirical study should confirm that the acceptance and understanding of the text is based on the associative meaning property of the base word.

In cases of difficulty in creating Speech, First of all, the sound component of the meaning plays an important role, which again confirms the rule put forward in the series of phonosemantic studies on the sound side, phonetic significance of the word/text. The organization of sound in speech formation is an important (sometimes basic) instrument enumeration was based on the analysis of the reactions studied in the study with the division into groups of "Association of sounds".

First, the mechanism of language competence provides for the printsipial possibility of adequate understanding in the conditions of cultural communication, because according to its structure, the program of contextualization will not depend on the syntax of this national language, and the units of content will not depend on the units of the national language.

Second, when composing content in the mother tongue, a compensatory mechanism is launched, which allows bilingual to produce adequate content, despite the lacunarity of sentences formed from a set of metaphoric komplexts for children.

Third, an approximate development of the initial meaning occurs from the actualization of various cognitive signs of a meaning, which arises from the incompatibility of the semantic, psychological, associative and other characteristics of the researcher and translator. A comparative analysis of the signs that make up the cognitive composition of the initial and translated sentences determines the established dynamics of the word meanings (determination of the "peripheral" components of the meaning). Bunda modeled cognitive structures reflect the attitude of the main cognitive characters.

The adoption of the whole Komplex leads to the actualization of several cognitive signs that arise on the basis of the synthesis of two or more metaphorical components. It is worth noting that the separation into such groups acquires a conditional character. The cognitive structure of the complex is considered to be a functional dynamic structure and its constituent cognitive symptoms are of varying importance to the individual who is perceiving them. In the process of perception, the factor of belonging/non-belonging of the subject to the current situation is important. As a result of this, cognitive symptoms can be re-grouped according to the emotional-evaluative components of the individual. The same meaning can enter into several groups at the same time, because the subject is able to simultaneously feel as something inherent in the inner world of the individual and external, external. Therefore, the components of the cognitive structure are not tightly bound to a particular place, there is no clearly expressed nuclear – peripheral opposition. Each cognitive sign can be relevant at any time for the language owner, that is, the core, or vice versa – periphery. This principal feedback is reflected in the cognitive structure, all its components are interrelated and are not formed in the hierarchical order. In the analysis of the structure of associative meanings, the division into groups "etc." is based on the same principle.

The results of the experiment make it possible to predict the probable modeling of meaning with the support of the content of a person's own conjugated system and mechanism. The mechanism of language ability creates an adequate understanding in the context of cultural and language communication. The mechanism of compensation in the conditions of communicative difficulty makes it possible to give adequate content to the formed bilinguals, regardless of the lacunarity of the texts appearing on the account of the presence of metaphoric complexes.

The perception of speech formation and perception sounds is associated with the problem of "language perception". The evaluation of the correctness of language phenomena as a function of language perception is carried out as a result of knowledge of the relationships and relationships of this phenomenon, its features in a verbal situation in verbal communication. In the formation of the main methods of communication with the surrounding world, a violation of these relations is manifested.

In the course of the experimental study of bilinguals' language abilities based on the sources of perception and formation of speech, there is a direct correlation between language ability and language competence of individuals. This confirms the fact that the mechanism of language ability to express mental content in bilinguals has developed sufficiently. The process of perception/understanding (management of the content of expression), which passes faster and with less difficulty, is considered a priority.

The study was carried out in three stages

At the first stage, a theoretical analysis of literature, the choice of a set of methods that correspond to the subject and object of our research was carried out.

At the second stage, an experimental study was conducted. The study included 300 recipients, divided into 4 groups according to age criteria (7-8 years old children), monolingual and bilingual criteria (300 people in the group) according to the purpose set (Table 1).

TABLE 1 STRUCTURE OF RESPONDENTS CHOICE FOR EMPIRICAL RESEARCH

Year	Bilinguals	Monolinguals
7 years	75	75
8 years	75	75

At the third stage, the data were statistically processed and the results obtained were interpreted.

The idea that speech can be formed and understood is connected with the question of "language competence". Language competence and tilni application do not occur simultaneously, and two independent phenomena are not counted. On the contrary, language competence is not considered as the result of its application, and tilni understanding arises in the child in the process of active reflection of reality and active communication. At the age of seven, children switch to new – educational activities and this requires from children the ability to formulate expressions at a level that is understood taking into account the speech laws of the language. This complex analytical-synthetic activity may also not be relevant to all children. Empirical research was carried out with respect to the characteristics of sex, age and individual approach, personal characteristics, eg levels of ownership.

Understanding of simple sentences

The set of psycholinguistic tests is designed to test the ability to understand words of varying complexity. Psycholinguists believe that such an ability to accept indicates a general level of language competence. Children understand what words in the grammatical complexity they occupy in their speech. The success of performing these tasks depends on the size of the verbal material and the quality of the memory of the child's listening memory.

In analyzing the comprehension of sentences, attention was paid not only to grammatical errors, but also to lexical-semantic errors, such as dropping words, replacing words. Repeating complex, common sentences gave rise to a specific difficulty.

DISCUSSIONS

Groups differences analysis makes it possible to determine the statistical significance of differences, but it does not make it possible to evaluate the interaction of different criteria of language competence within each studied group. It is necessary to consider in detail the qualitative characteristics of the interaction of decoding and encoding processes. The use of cluster analysis makes it possible to qualitatively characterize the interaction between the elements and the criteria considered in it on the basis of dendrogram-graphs, which reflect the hierarchy that includes the relationship.

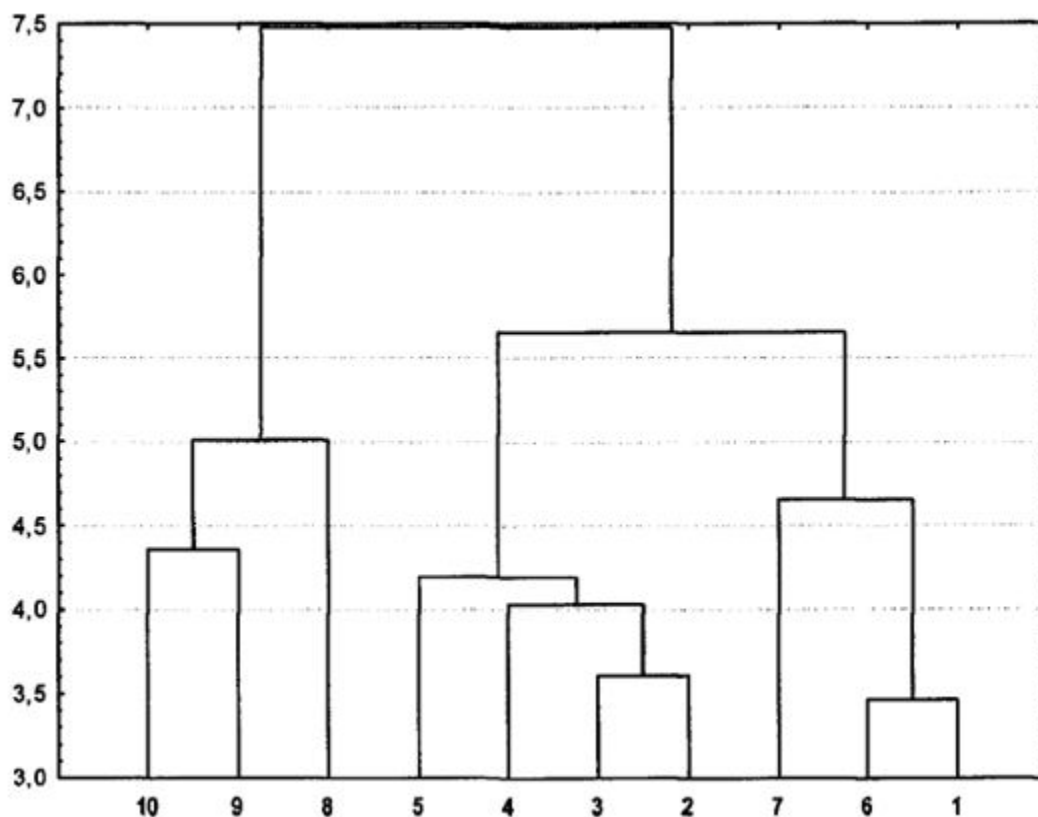
Cluster analysis Statistica.6.0, implemented in the program, the data was processed based on the Ward Method (Ward's method). This method makes it possible to minimize the dispersion within the cluster groups and is effective in the response to the imbalance of clusters, as well as in the method of presenting the results obtained.

We describe separately allocated cluster groups for the samples under consideration: one-language respondents Group; Two-language respondents group. In describing the cluster analysis, we proceed from the fact that the composition of the cluster groups allows us to determine the consistency of the relationship between the levels of development of understanding and formation of speech expression and the magnitude of the differences.

Clustering a 7-year-old monolingv children's group made it possible to identify two different cluster groups (Figure 1).

Figure 1

The Ward Method in Euclidean distance



1-figure. Seven-year-old monolingual children clustering signs of language competence (numbers indicate test numbers)

The first cluster group is divided into two small clusters. The first small cluster was expressed in 5-4-3-2-tests, the second small cluster reflected in 7-6-1-tests.

Understanding the syntactic structure of the sentence the first subset demonstrates its interrelationships with the ability to distinguish the sentence into compound words (3-test) (2-4-5-tests).

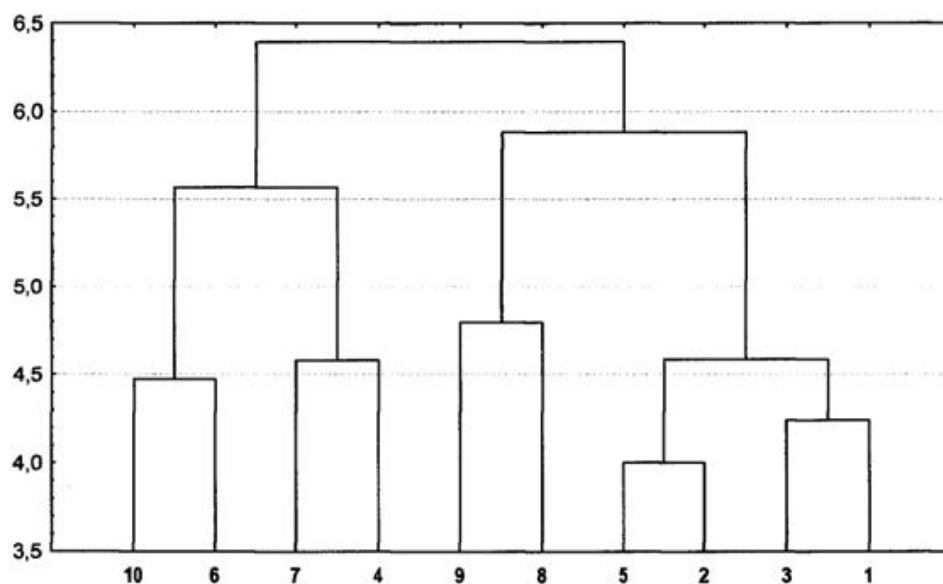
The second small cluster showed that 7-year-old monolingv closely interrelated (7-test) with the formation of speech expression in children to understand simple sentences (1-test) and understand the syntactic structure of the sentence (6-test). That is, the knowledge and skills that are manifested in the first and second subclasses are interrelated, which is evident from the connection between understanding and forming speech expression.

From the second cluster it is known that the understanding of supporting devices (9 -, 10-Tests) is associated with the occurrence of speech expression based on visual acuity (8-test). In turn, all these abilities are somewhat independent of the abilities expressed in the first cluster.

In seven-year-old bilingual children, a set of signs of language competence was formed weaker than in seven-year-old monolingv children. This is evidenced by the divided and relatively dense (usually paired) group of clusters (Figure 2).

Figure 2

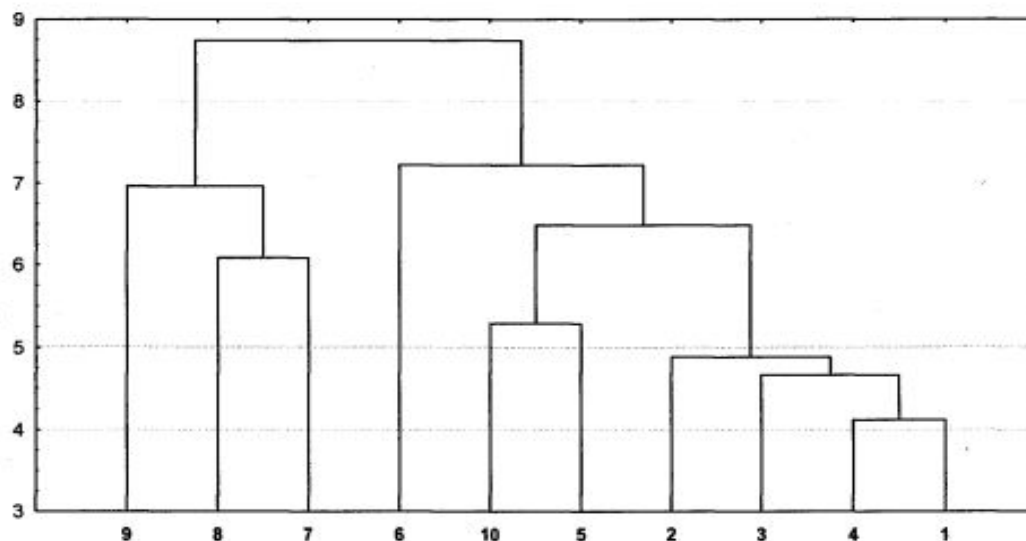
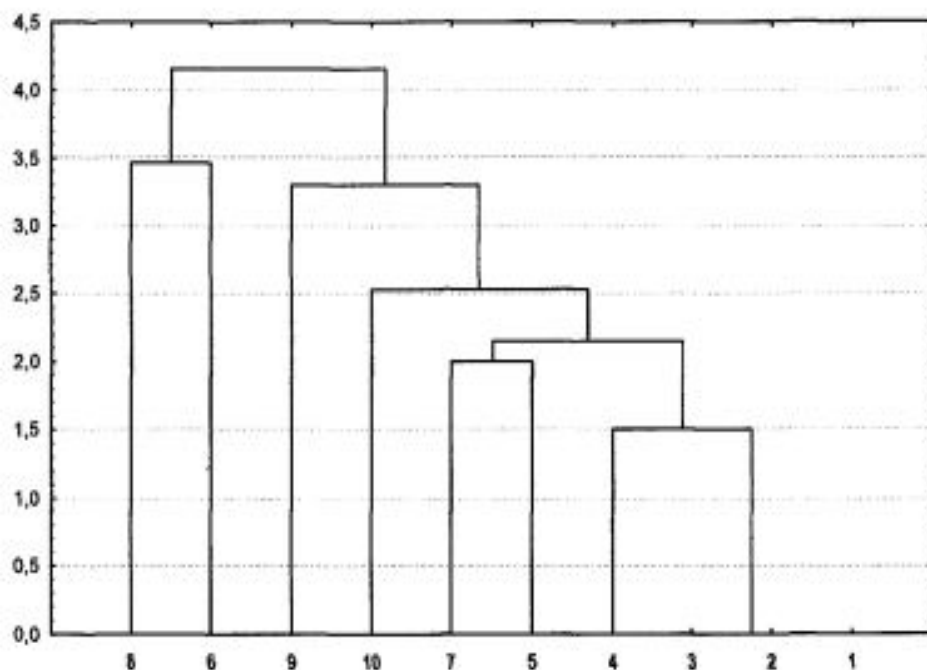
The Ward Method in Euclidean distance



2-figure. Clustering seven-year-old bilingual children's language competence signs(numbers indicate test numbers)

In the children of this group, the division of the sentence is simply related to the understanding of simple sentences (3-1-tests). And the sentence structure is interrelated with the understanding of the syntactic structure of the sentence (7-4-tests).

A different situation was observed in eight-year-old monolingv and bilingual children. First, the clusters of this group had more similarities than 7-year-old children. This is evidenced by the fact that the conversational skills and abilities of bilinguals are seriously reconstructed and are approaching the qualifications and skills of monolinguals (1-2-figures), but nevertheless can not reach their level. In Figure 1, clusters are formed at the level of seven differences, in Figure 2, monolingual is manifested in children at the level of 3,5.

Figure3 The Ward Method in Euclidean distance**3-figure. Clustering eight-years-old bilingual children's language competence signs(numbers indicate test numbers)****Figure4****The Ward Method in Euclidean distance****4-figure. Clustering eight-years-old monolingual children's language competence signs(numbers indicate test numbers)**

In this way, the study studied the features of mastering the language competence of bilinguals. In self-developing bilingualism, if parents do not plan the language of communication with the child in advance, do not confuse them manually, do not control the child's speech, do not pay attention to its shortcomings, there are many mistakes in the child's speech.

In this way, the research work investigated the features of mastering the language competence of bilinguals. In self-developing bilingualism, if parents do not plan the language of communication with the child in advance, do not confuse them manually, do not control the child's speech, do not pay attention to its shortcomings, there are many mistakes in the child's speech.

If children communicate on the street in a language other than the language they speak at home, the "home" language and the "puddles" language interfere without any attention of the parents, and often self-formed bilingualism develops. In the course of our study, the following were identified: not the prevalence of structures, but the predominance of consecutively subordinate structures, little use of adjectives in speech was observed. There is also great difficulty in conveying spatial relationships. Bilingual children mainly use cases of place and time.

In the understanding of expressions, bilingual encountered a number of difficulties in children, which indicates the presence of a violation of the decoding process in the stage of internal speech. In the studied children, the transition from the external structure of the sentence to the internal one – the content was difficult, because understanding internal speech is subject to the rules of the structure of the expression belonging to the pressure, the order of words shows the sequence of events.

The process of decoding the expression is understandable only on the basis of the analysis of formal-grammatical signs of the presence or absence of information known to the child, or the content of the message structure. In the initial case, the understanding of the expression does not cause complexity, because in it there is a daily dialogue, the meaning of the sentence is not depending on its grammatic structure, but on the situation known to the child, understood from the subject of communication. Bilingual significantly improves the understanding of speech expression in relation to education in children.

If parents consciously approach child cognition, that is, on the basis of which principle, plan in advance when they will communicate, how long they will communicate, then the first and second language, speech competence, will develop in harmony and proportionality accordingly.

Monolinguals in relation to the child bilingual is more interested in linguistic phenomena, because there is more language experience in it. Interest in the word semantics appears early, because one concept can be expressed both in its native language and in Russian. This contributes to the development of motivation for naming. Bilingual children begin to identify the etymology of words and actively apply the knowledge of two languages.

A convenient option for the formation of bilingualism is to communicate with him in two languages from the very birth of a child. The second language mastering of the educational process is influenced by the age at which it began. When the child is three years old, he or she will pass two stages: first the child will mix two languages, then begin to distinguish them from each other. By the age of three, the child begins to clearly distinguish one language from the other. By the end of the age of three, some stop mixing languages at the age of four. The child seeks to enter into contact at the age of four or five. He is interested in knowing what any word

means and begins to name things. At the age of six, he actively uses language in the game with peers. It is not possible to occupy two identical times. Absolute bilingualism implies the possession of languages in all types of communication at the absolute same level. It is not possible to achieve this. This is because the experience that a child has gained with the help of one language is always different from the experience that he has gained with the help of another language. Most often, the child prefers to use languages in different situations. For example, in education-related situations, in the technical aspects of knowledge, preference is given to one language, and in family-related emotional situations to another. Feelings related to one language are always different from feelings related to another. If the child learns at the second language school age, he will master in a different way. In this case, the child always compares two languages: the sounds are perceived in a "counter-verbal" way to the sounds of the first language. The same happens in the attitude of the grammatic aspects of the language.

Speech development skills of bilingual children:

- they will absorb the speech later;
- the word reserve is slightly less than the peers who speak one language;
- without systematic training, grammar is not sufficiently mastered;
- difficulties in mastering the written speech of the second language can occur;
- in the absence of practice, there is an ever-weakening of the mother tongue, which remains secondary.

Knowledge of two languages is necessary and it is very important to give a positive assessment of the child's bilingualism so that it can be perceived as a positive quality. It is necessary to praise the child for his actions, to encourage him. The family can both brake on language learning and increase the motivation of the child. Of great importance is the attitude of the family to its own and other folk culture, that is, the dominant strategy of akulturation in the family.

CONCLUSION

1. Irregularly shaped bilingualism hinders the second language full and correct assimilation. As a result, "semi-lingual" (incomplete speech) occurs, and the child incorrectly absorbs not only the second language, but also his native language.
2. Through direct everyday communication, not only the literary form of the languages in contact, but also the colloquial language is mastered. The peculiarity of the colloquial language is that, unlike the literary language, it covers not normalized, unstable and limited lexical. The two-way interaction of interrelated languages makes speech norms more unstable and further distanced from the norms of literary language.
3. In the process of applying for the second language in the family, the mother tongue should not be forgotten. It is desirable to apply both languages days in one norm, if compliance with this causes complexity, then it is recommended to form an artificial, that is, educational bilingualism in the child. Because the school plays an important role in the formation of language competence in the child and the full mastering of several languages. During the learning process, the student will acquire the skills of language proper application and will have the opportunity to make a significant counted comparison in the acquisition.

4. The reason for the "semi-linguistics" is determined not by bilingualism, but by the level of culture, family education and education of suitable persons.

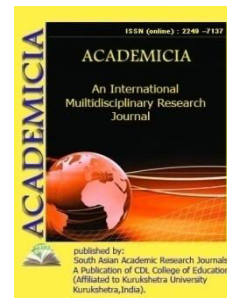
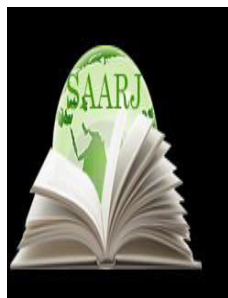
REFERENCES

1. Markman, E. M. Constraints on word meaning in early language acquisition [Текст] / E. M. Markman// L. Gleitman, B. Landau (eds.), The Acquisition of the Lexicon. - Cambridge (Mass.): The M.I.T. Press, 1994. - Pp. 199-227.
2. McLaughlin, B.P.S. Early bilingualism: Methodological and theoretical issues [Текст] / B. P. S. McLaughlin // M. Paradis, Y. Lebrun (Eds.). Early bilingualism and child development. - Lisse, Netherlands: Swets and Zeitlinger, 1984. - P. 19-45.
3. Meisel // J. Cenoz, F. Genesee (Eds.). Trends in bilingual acquisition. - Philadelphia, PA: John Benjamins, 2001. - P. 11-41.
4. Meisel, J. M. Child second language acquisition or successive first language acquisition? [Текст] / J. M. Meisel // B. Haznedar, E. Gavruseva (Eds.). Current trends in child second language acquisition: A generative perspective.
5. Meisel, J. M. The bilingual child [Текст] / J. M. Meisel// T. K. Bhatia, W.
6. Meisel, J.M. The bilingual child [Текст] / J. M. Meisel// T. K. Bhatia, W.C. Ritchie (Eds.). The handbook of bilingualism. - Oxford, UK: Blackwell, 2004. - P. 91-112.
7. Meisel, J.M. The bilingual child [Текст] / J. M. Meisel// T. K. Bhatia, W. C. Ritchie (Eds.). The handbook of bilingualism. - Oxford, UK: Blackwell, 2004. - P. 91-112.
8. Meisel, J.M. The weaker language in early child bilingualism: Acquiring a first language as a second language? [Текст] / J. M. Meisel// Applied Psycholinguistics. - 2007. - Vol. 28. - P. 495-514.
9. Meisel, J.M. The weaker language in early child bilingualism: Acquiring a first language as a second language? [Текст] / J. M. Meisel// Applied Psycholinguistics. - 2007. - Vol. 28. - P. 495-514.
10. Moyle, M. J., Ellis Weismer, S., Evans, J. L., Lindstrom, M. J. Longitudinal relationships between lexical and grammatical development in typical and late- talking children [Текст] / M. J. Moyle, S. Ellis Weismer, J. L. Evans, M. J. Lindstrom // Journal of Speech, Language, and Hearing Research. - 2007. - Vol. 50. - P. 508-528.
11. Muller, N. Transfer in bilingual first language acquisition [Текст] / N. Muller // Bilingualism: Language and Cognition. - 1998. - Vol.1, № 3. - P. 151-171.
12. Muller, N., Hulk, A. Crosslinguistic influence in bilingual children: Object omissions and root infinitives [Текст] / N. Muller, A. Hulk // S. C. Howell, S.A. Fish, T. Keith-Lucas (Eds.). BUCLD 24-Proceedings. - Somerville, MA: Cascadilla Press, 2000. - P. 546-557.
13. Muller, N., Hulk, A. Crosslinguistic influence in bilingual children: Object omissions and root infinitives [Текст] / N. Muller, A. Hulk // S. C. Howell, S.
14. Muller, N., Kupisch, T. ZumsimultanenErwerb des Deutschen und des

15. Myles, C. Raising bilingual children: Parent's Guide series [Текст] / C. Myles. - Trichtingen: Mars Publishing, 2003. - 234 p.
16. Nicoladis, E. Finding first words in the input [Текст] / E. Nicoladis// J. Cenoz, F. Genesee (Eds.). Trends in bilingual acquisition. - Amsterdam, Netherlands: John Benjamins, 2001. - P. 131-147.
17. Orellana, M. F., Dorner, L., Pulido, L. Accessing assets: Immigrant youth's work as family translators or "para-phrasers" [Текст] / M. F. Orellana, L. Dorner, L. Pulido // Social Problems, 2003. - Vol. 50, № 4. - P. 525-524.
18. Orellana, M. F., Reynolds, J., Dorner, L., Meza, M. In other words: Translating or "para-phrasing" as a family literacy practice in immigrant households [Текст] / M. F. Orellana, J. Reynolds, L. Dorner, M. Meza // Reading Research Quarterly, 2003. - Vol. 38, № 1. - P. 12-34.
19. Paradis, J. Beyond 'one system or two'? Degree of separation between the languages of French- English bilingual children [Текст] / J. Paradis // S. Dopke (Ed.). Cross-linguistic structures in simultaneous bilingualism. - Amsterdam, Netherlands: John Benjamins, 2000. - P. 175-200.
20. Paradis, J. Beyond 'one system or two'? Degree of separation between the languages of French- English bilingual children [Текст] / J. Paradis// S. Dopke (Ed.). Cross-linguistic structures in simultaneous bilingualism. - Amsterdam, Netherlands: John Benjamins, 2000. - P. 175-200.
21. Paradowski, M. B. Multilingualism - assessing benefits [Текст] / M. B. Paradowski// Issues in Promoting Multilingualism: Teaching - Learning - Assessment. - Warszawa: Foundation for the Development of the Education System (FRSE), 2011. - P. 331-350.
22. Pearson, B. Z. Raising a Bilingual Child [Текст] / B. Z. Pearson. - New York: Living Language of Random House Company, 2008. - 346 p.
23. Pearson, B. Z., Fernandez, S. C., Kimbrough, D. Lexical development in bilingual infants and toddlers: Comparison to monolingual norms [Текст] / B.
24. Peng, J. S. C. Word learning strategies of monolingual and bilingual children in different code-mixing contexts [Текст] / J. S. C. Peng // VIIIth International Congress for the study of Child Language / Abstracts. - San Sebastian, 1999. - P. 169.
25. Purisman, A. Russian in Israel: Immigrants' Attitudes towards mother tongue and its use [Текст] / A. Purisman// «StudiaHumaniora et PaedagogicaCollegiiNarovensis». - Нарва, 2008. - P. 85-95.
26. Raguenaud, V. Bilingual by Choice: Raising Kids in Two (or More!) Languages [Текст] / V. Raguenaud. - Boston: Nicholas Brealey Publishing, 2009. - 201 p.
27. Rehman, S. Make Your Child Multilingual!: The 10 Step Success Plan to Raising Bilingual / Workbook edition [Текст] / S. Rehman. - Seattle: CreateSpace, 2010. - 110 p.
28. Ronjat, J. Le developpement du langage observe chez un enfant bilingue[Текст] / J. Ronjat. - Paris: Champion, 1913. - 155 p.

29. Rowe, M. L. Child-directed speech: relation to socioeconomic status,

30. Saunders, G. Bilingual children: From birth to teens [Текст] / G. Saunders. - Clevedon: Multilingual Matters, 1988. - 274 p.



DOI: 10.5958/2249-7137.2021.01846.2

ON THE ARCHITECTURAL METHODS OF CONSTRUCTION OF THE EARLY MEDIEVAL RURAL AREAS OF USTRUSHNA (ON THE EXAMPLE OF JIZZAKH OASIS)

Jasur Isokovich Gofurov*

*Doctor of Philosophy in History (PhD),
Jizzakh State Pedagogical Institute,
UZBEKISTAN

ABSTRACT

This article analyzes the types, stages of development and methods of architectural construction of rural areas of the Jizzakh oasis in the V-VIII centuries (Pardakultepa, Kingirtepa, Almantepa I, II, Yakubbobotepa). The bricks are mostly laid. The 2 bricks in the lower rows of bricks were pressed from the upper half of the brick, and this "lock-key" rule, spoken in the language of the local masters, was followed in all cases. The cotton walls are raised in two different ways. The first method is to cut the cotton with a fork. The surface of the straw is cut and leveled with a sharp tool. This type of straw is 70 cm long and is cut horizontally at a distance of 80-100 cm (oven) and made of "blocks". The rooms in the northern part are connected to the southern rooms by an open door from the narrow "bullet" corridor of the 8th room to the 2nd room. Also during this period, another house, 3 rooms, was built on the east side.

KEYWORDS: *Ustrushona, Jizzakh oasis, early Middle Ages, rural settlements, fortresses, Pardakultepa, Kingirtepa, Almantepa, Yakubbobotepa, "bullet corridor", "comb corridor", "Bypass", "construction" walls.*

INTRODUCTION

Archaeological excavations in the historical and cultural oases of the country of Ustrushna, which took place on the stage of history in the early middle Ages, show that in the IV-VIII centuries AD, political, socio-economic and cultural life in the region became more active than in previous periods. This is due to the influx of large numbers of nomadic pastoralists into Central Asia, including Ustrushna, and, for some reason, the mass settlement of most of them. As a result, the construction of rural areas has gained momentum, and they have been built around large cities.

Archaeological excavations in the area of these cultural oases since the late 1970s show that sedentary life and agriculture in the Sangzor River basin developed mainly during the Kushan Empire from the Early Inquisition to the early Middle Ages. During this period, the focus was on the construction of castles, rather than cities, as residential buildings.

Almost 70% of the complex of archeological monuments of ancient and medieval history owned by the state of Ustrushna is the monuments of the early middle Ages. The numerical superiority of the monuments of this period is characteristic not only for the Jizzakh oasis, but also for the whole territory of Ustrushna. Indeed, as the medieval authors noted, “Ustrushona is a land of fortresses” [1, p-243). The numerical aspect and the satisfactory preservation of the monuments of this period became the basis for a relatively good study of the early medieval archeology and architectural features of the Jizzakh oasis. The first medieval rural construction, architectural methods and their evolution of northwestern Ustrushna on the example of the discovered architectural complexes of the first feudal period rural settlements Pardakultepa, Komilbobotepa, Kingirtepa, Almantepa I, II we can think about issues.

As in all regions of Central Asia, the construction of the fortress of the Jizzakh oasis used mainly raw bricks, cotton, and very rarely wood and stone materials. The raw bricks here are made of well-baked reddish and yellow clay from pre-construction clay. The bricks are rectangular in shape, size 48x24x10; 46-23x10; 46x23x10; 46x26x12; 46x23x9; 42x52x10; 40x20x10 cm, Ustrushona corresponds to the general shape and size of raw bricks used in the construction of VI-VIII centuries in Sogd, Shosh-Ilak, Fergana regions [2, p-204-206.]. Cotton is mainly made of yellow clay. Wood was mainly used as a “door head” in the roofing of large rooms, in the construction of two-story houses, and in the roofs of flat doors. Although stones were rarely used for the bottom of some walls, they were mainly used to knock down doors that lost their significance over time during the reconstruction.

The construction of the walls of the northwestern Ustrushna fortress is divided into 4 categories. These are walls made of raw brick, straw, alternating rows of cotton and brick, and beating cotton and brick in a mixed state. The bricks are mostly laid. The 2 bricks in the lower rows of bricks were pressed from the upper half of the brick, and this “lock-key” rule, spoken in the language of the local masters, was followed in all cases. The upper part of the rooms, whose roofs are domed, some of the doorways and the repaired walls are bricked horizontally and vertically. Between the rows of bricks is laid well-baked medium-quality clay 1.5-3 cm thick. The door frames, made of raw bricks, are mostly plastered with mud mixed with fine straw. It should be noted that the height of this cotton wall is still 70 cm, which is a unique tradition in the history of Central Asian construction.

The cotton walls are raised in two different ways. The first method is to cut the cotton with a fork. The surface of the straw is cut and leveled with a sharp tool. This type of straw is 70 cm long and is cut horizontally at a distance of 80-100 cm (oven) and made of “blocks”. These cotton “blocks” are formed in the form of a checkerboard, and the lower layer is pressed into the upper layer sections in the form of “knots”. The second type of cotton, “punched” cotton is often plastered because the surface is slightly rough.

Rotation of rows of cotton and raw bricks is more common in Pardakultepa, i.e. in the early stages of the study period. This method was continued with raw bricks equal to the height of the wall, which was turned into one or two piles. In all cases, the base of the wall tag was struck

much wider than the straw. "Although less bricks are added to the prefabricated walls, they are mostly in a checkerboard pattern, that is, they are stacked horizontally and vertically at a certain distance and height from each other, creating a geometric shape. At the same time, this method also served for the aesthetic appearance of the walls. There were also a number of "prefabricated" walls with bricks piled on top of each other, and the method walls were mainly recorded in Komilbobotepa.

The "platform", which was the basement of the building, was one of the main components of the architecture of the early Middle Ages before the Arab conquest. Although such "bottom tables" were used in antiquity, their widespread use dates back to the early Middle Ages.

According to S.P.Tolstov, the use of platforms in the construction of castles and palaces in the VI-VIII centuries improved their defense capabilities. Therefore, for such buildings, the stone wall did not pose a threat of firearms and lahm [3. P-1948]. According to Y.Yakubov, "the forts on the platform have served not only as a defensive point, but also as a checkpoint. From there, the surroundings looked good, and as soon as the enemy appeared, everyone took their places at the signal of the observer, and the fighters took the defensive line. In peacetime, the governor observed the lives of his citizens in the city and in the countryside"[4. P-100].

According to experts, high platforms were used mainly in the Khorezm, Sogd and Bukhara regions of the Central Asian plains. V.A. Nielsen describes the platform as "a key component of individual buildings built in a particular area" [2, p-215]. Based on these ideas, the platform can be considered as the most important and integral part of the architecture of the early feudal period. Therefore, trenches were dug at Pardaqultepa, Komilbobotepa, Rasulboyqultepa and Yakubbobotepa monuments of Jizzakh oasis to determine the characteristics of the platform. All of these trenches were removed by cutting through the defensive walls of the fort, and it was discovered that all of the fort walls were not on the platform, but on the mainland layer. On the inside of these walls, additional, parallel walls were built to form the circular corridors of the castle. The central buildings of the fortresses, especially Pardakultepa and Komilbobotepa, are built on platforms 1.5-1.8 m high. Of course, this may seem unnatural, but there is a factor that makes up for this architectural "shortcoming". It is known that the fortresses around the monument Kaliyatepa are interpreted as structures that form a common defense chain of the city. Therefore, in the early Middle Ages, the defense of each fortress and *rabotd* did not have to be individual. In our opinion, we are talking about large-scale defense activities in the Jizzakh oasis, as well as the borders of Ustrushna and Sogd.

Logically, this event was organized and carried out under the leadership of the governor of Kaliyatepa (Dizak). So, first of all, the warriors of the city and all the forts resisted the looting of the desert peoples on one battlefield. Second, when a military situation arose, all the defenders (including the inhabitants of the fortresses) continued to resist behind the high defensive walls of the city of Kaliyatepa. Thirdly, these raids, which were organized mainly for the purpose of looting, did not envisage a long siege of a certain city or fortress. Immigrants who seized valuables, household items, and livestock returned to the desert. Fourth, it should be noted that in the Middle Ages, the Jizzakh oasis served as a "repeater zone" for economic and cultural "communication" for nomads and settlers. As a result, the ancient towns and villages of Jizzakh have become areas of active military activity for a relatively small number of migrants. The correctness of this idea can be seen in the well-preserved aspects of architectural monuments. According to the results of the research, these are the main reasons why the "bottom table" of the

Jizzakh monuments is not complete. The fact that the central buildings were built on the platform can be seen from the current appearance of the monument, the relief. All such monuments have two stages [5, p-144-145].

The interior surfaces of the rooms of Pardaqlutepa and Komilbobotepa buildings are mostly thinly plastered with fine straw mud. The floor has a multi-storey appearance due to the fact that the leveling of the house is repeated at certain times. Directly from the mainland land was used for the floor of these castles, farms and rooms around the defensive wall. In some cases, especially in the central building of Pardaqlutepa, the 3rd room was made of compacted silt. In only one case was it noted that the floor of Room 10 of the monument was made of raw bricks in the shape of a rectangle.

Although it served as a “window” in the modern sense, it was installed in a different way, as well as in a different place, in terms of the fact that the defensive capabilities of the building and even a separate room will not be less powerful. According to V.A. Nielsen, the roofs, which were covered with flat beams, were illuminated by holes in the ceiling, regardless of whether the village castle was a city dwelling. The rooms of the village forts also have rectangular holes in the walls in the form of “embrasures”. However, less light falls on them [2. p. 232]. In Pardaqlutepa rooms the same type of tire replica holes were recorded. In our opinion, such holes were used to change the air in the rooms, as well as to shoot arrows. In the winter, these holes could be filled with a single brick or covered with old rags to keep out the cold.

In the early medieval architecture of Central Asia, the door and its roof were made in almost the same arched style. Although Pardaqlutepa and Komilbobotepa fortresses are not excluded from such methods, they also have some differences. The interior doors of the castles were almost never replaced by layered wooden doors. The doors of the monumental houses and hotels were mostly covered with carpets, and the doors of ordinary rooms were open. Sturdy wooden doors are installed in the entrance and exit complexes, lobbies. V.A. Voronina points out in the example of Panjikent that such rooms are often equipped with double doors.

The wooden doors were very simple to build. In most cases, the wooden “bullets” carved on the bottom and top of the door sills are attached to the stone hinges mounted on the door sill and roof. Such stone lovers are mentioned in both monuments that we have discovered. These layers are mounted on arched doors. Instead of the flat doors, which were built with the help of a wooden door head, door frames were installed in the “square straw” between the frame and the roof. There are several types of door frames:

1. Bricks raised on both sides are hit on the floor in a “ponasimon” manner, using bricks that gradually take an upright position;
2. In the same way but in the case where the two side slopes of the arch are raised from the stalk;
3. Doors made of wood with the help of a “door head”, the original appearance of which has a flat ceiling, plastered with straw clay at the bottom, and in the form of a dome made of this clay;
4. As a place for flat, flat doors made of wood using a “door head”;
5. Overlapping first and second floor doors. These doors are mounted on a transverse wall on one side of the roof. The bottom door has two rows of bricks and the top is covered with cotton wool. This cotton, in turn, served as the threshold of the upper floor door.

Along with the literal doors, there are also small windows. These arched windows are more common in the rooms of the courtyard of Pardaqlutepa, but also in the central buildings of Komilbobotepani.

The rooms of these complexes are mainly covered with two types of domes and flat roofs with the help of horizontal beams. The first method is mainly used for roofs in narrow corridors and small rooms, while the second method is more commonly used for large houses and two-story rooms. The builders of the Jizzakh oasis have mastered both methods of architecture. Due to the large number of houses with *bolor* roofs, it is clear that the timber problem was well solved in those days, and the nearby forests of Turkestan, Morguzar, Nurata ridges were widely used in this regard.

According to our observations, Pardaqlutepa has gone through three stages of construction. The core of the first building was rooms 1,2,4,6,7. In our opinion, rooms 1,2,4 were one large room at that time. There was a doorway on the east-west walls of this room, room 6,7 was integral and connected to the courtyard through a door on the south wall [6. P-140].

During the 2nd construction period, construction work continued on the north-eastern wings of the central complex. Although only one room has been opened in the northern wing of the bullet corridor, which has been divided into two by the unequal construction complex through the northern bullet corridor, the micro-relief shows that these buildings are still there. The rooms in the northern part are connected to the southern rooms by an open door from the narrow "bullet" corridor of the 8th room to the 2nd room. Also during this period, another house, 3 rooms, was built on the east side. Although the room is connected to the central 2nd room through a previously existing western door, another door leading to the castle courtyard has been built on the south wall. In Building 3, an additional south wall was built inside the large room, which was the core of the first building, and three rooms were formed from one large room.

CONCLUSION

Thus, the analysis of the methods of architectural construction of rural areas discovered in the north-west of Ustrushan can be concluded as follows: 1) the periodic date of architectural construction of the castles is determined by the IV-VIII centuries; 2) In these fortresses the peculiar traditions of architecture and planning evolution are observed; 3) In the IV-VI centuries the

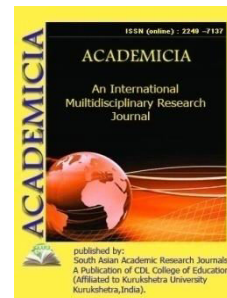
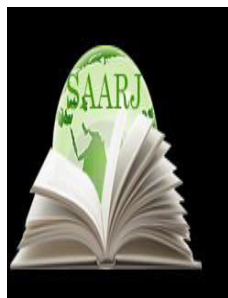
“arrow” corridor passing through the center was widely used, in the VII-VIII centuries “circular corridor” buildings were included in the picture.

In the VII-VIII centuries, the planning method typical of Sughd and Ustrushan, consisting of a complex of “comb corridors”, will be implemented.

REFERENCES

1. N.N. Negmatov. (1953) Historical and geographical outline of Ustrushana from ancient times to the 10th century A.D. No. 37 M-L.(Н.Н.Негматов. Историко - географический очерк Уструшаны с древнейших времен по Хв.н.э. //№37 М-Л., 1953.)
2. V.A. Nielsen. (1966) Formation of feudal architecture in Central Asia (V-VIII centuries). – Tashkent.“Fan”. (В.А.Нильсен. Становление феодальной архитектуры Средней Азии (V-VIII вв.). Т., “Фан”, 1966.)

3. S.P. Tolstov. (1948) In the footsteps of the ancient Khorezm civilization. M. Ed. Academy of Sciences of the USSR. (С.П.Толстов. Последамдревнехорезмскойцивилизации. М. Изд. АНСССР, 1948.)
4. Y. Yakubov. (1988) Early medieval rural settlements of mountainous Sogd. Dushanbe, Donish. (Ю.Якубов. Раннесредневековые сельские поселения горного Согда. Душанбе, “Дониш”, 1988.)
5. M.H.Pardayev. (1997) Some features of the early medieval architecture of northwestern Ustrushna. 28th edition. – Samarkand. Sogdiana. (M.H.Pardayev. Shimoli-g’arbiy Ustrushona qishloq qurilishi me’morchiligining ilk o’rta asrlardagi ayrim xususiyatlari. O’MMT. 28-nashri. Samarqand, “Sug’diyona”, 1997.)
6. M.H.Pardayev., J.I. Gofurov. (2016) Early medieval rural areas of Ustrushna (based on written and archeological sources). – Tashkent. (M.H.Pardayev., J.I. G’ofurov. Ustrushonaning ilk o’rta asr qishloq makonlari (yozma va arxeologik manbalar asosida). Toshkent, 2016.
7. A.E. Berdimurodov, M.Kh. Parдаev. (1988) Kingirtepa castle. History of the material culture of Uzbekistan. Issue 21. – Tashkent.“Fan”. (А.Э.Бердимуродов, М.Х.Пардаев. Замок Кингиртепа. //ИМКУ. Вып. 21. Т., “Фан”, 1988.)
8. A.E. Berdimurodov, M.Kh. Parдаev. (1990) Excavation of the upper building of Almantepa. History of the material culture of Uzbekistan. Issue 23. – Tashkent.“Fan”. (А.Э.Бердимуродов, М.Х.Пардаев. Раскопки верхнего здания Алмантепа.//ИМКУ. Вып. 23. Т.,“Фан”, 1990.)
9. M.H.Pardayev. (1992) Early and medieval fortresses of the Sangzor basin. Uzbekistan in ancient and medieval times. Proceedings of the Republican Conference of Young Historians. March 16-17. Samarkand. (M.H.Pardayev. Sangzor havzasining ilk va o’rta asrlar qal’a – rabotlari. O’zbekiston qadimda va o’rta asrlarda. Respublika yosh tarixchi olimlari anjumani ma’ruza bayonlari. 16-17 mart. Samarqand, 1992.)
10. V.A. Voronin. (1950) Study of the architecture of ancient Penjikent. MIA. Issue 15. – Moscow. –L. Ed. Academy of Sciences of the USSR.(В.А.Воронина. Изучение архитектурыдревнегоПенджикента. //МИА. Вып.15. –М. –Л. Изд. АН СССР, 1950.)



DOI: **10.5958/2249-7137.2021.01847.4**

ASSESSMENT OF METROLOGICAL RELIABILITY OF MEASUREMENTS USING THE METHOD OF PRODUCING FUNCTIONS

Erkaboyev Abrorjon Xabibulloogli*; Madmarova Umida Abdugarimovna**

*Assistant,
Fergana polytechnical institute, Fergana,
UZBEKISTAN

**Teacher,
Fergana polytechnical institute, Fergana,
UZBEKISTAN

ABSTRACT

In the suggested article, a confidence indicator is proposed as an evaluation of metrological reliability. The quantitative value of confidence indicator can be estimated by means of the method of generating functions. This is a scientific novelty of the work. Relevance of the problem of assessing the measuring instruments metrological reliability evaluation is substantiated in this paper since the current trend towards structural and functional complexity of measuring instruments may lead to decreasing of their reliability and, in particular, metrological reliability. The main goal of this work is to systematize the problems of reliability of measuring instruments and evaluate their metrological reliability using the method of generating functions.

KEYWORDS: *Reliability Indicator, Metrological Reliability, Assessment, Measuring Instruments.*

INTRODUCTION

Assessment of the reliability of various technical means, including measuring instruments (MI) of physical quantities, has been and remains one of the urgent problems facing the developers of such devices and those who operate them. The urgency of this problem is increasing, since the current trend aimed at structural and functional complication of technical devices can lead to a decrease in their reliability. The solution to this problem largely depends on both the preliminary calculation of reliability in the process of developing a technical device or system in order to determine the predicted reliability characteristics, and their periodic assessment during operation. In accordance with the interstate standard for reliability in engineering, reliability is understood

as the property of an object to retain over time the ability to perform the required functions in specified modes and conditions of use, maintenance, storage and transportation. In this case, the reliability indicators are stability, reliability, durability, maintainability and preservation [1].

MATERIALS AND METHODS

In reliability theory, it is customary to distinguish between functional and metrological reliability. The functional reliability of a technical device is determined by functional (sudden) failures, which are of an obvious nature, appear suddenly and can be detected without carrying out its verification.

Functional failures lead to the termination of the operability of the technical device, the system as a whole or their individual units. If we are talking about SI of physical quantities, then sudden failures can also occur in them, characterized by an abrupt change in one or more metrological characteristics (MCh), that is, characteristics that determine the main purpose of the MI. These failures, due to their random manifestation, cannot be predicted. The consequences of these failures, for example, a sudden failure of power supplies, measuring sensors or loss of their sensitivity, etc., are easily detected during the operation of the measuring device and are obvious. A feature of such failures is the constancy of their intensity over time, which makes it possible to apply the classical theory of reliability for their analysis. Other characteristics that determine the functional reliability of the MI are also related to the failure rate of the MI: the probability of failure-free operation of the MI and the mean time of failure-free operation (mean time between failures). Since an accidental failure can occur at any time, regardless of how long the SI has worked, the intensity of sudden failures does not depend on time; accordingly, formulas and algorithms for finding the probabilities of no-failure operation and the mean time of no-failure operation of the SI are greatly simplified.

Metrological reliability refers primarily to the characteristics of the MI and is defined as the probability of keeping the MCh of MI within the range of tolerances for these characteristics for a certain time interval. It should also be noted here that if the issues of assessing the functional reliability of measuring instruments are well covered in domestic and foreign literature, then the issues related to the assessment of metrological reliability are covered very sparingly. This is due to the complexity of the algorithm for assessing the metrological reliability of the measuring instrument, as well as the fact that at present there is no universal mathematical model of the measuring instrument's metrological failures. Metrological reliability of measuring instruments is associated with such a concept as metrological characteristics. In accordance with the interstate standard "Normalized metrological characteristics of measuring instruments" [2], metrological characteristics are those characteristics that are intended to assess the technical level and quality of measurements, to determine the measurement results and to estimate the characteristics of the instrumental measurement error. The standard establishes a set of standardized characteristics of the MCh of MI, which are divided into groups: characteristics intended for determining the measurement results; characteristics of MI errors; characteristics of the MI sensitivity to influencing quantities; dynamic characteristics of MI; uninformative parameters of the MI output signal.

Metrological reliability is closely related to such a concept as metrological failure, which is identified as the exit of the MCh of MI from the established permissible limits. As the studies have shown, metrological failures of measuring instruments occur much more often than

functional failures, which necessitates the development of special methods for their prediction and detection [3].

Results

The article proposes a method for assessing the metrological reliability of SI using the method of generating functions, which allows, on the basis of the selected mathematical model of the evolution of the SI error and the proposed metrological reliability indicator, to carry out the metrological forecast of the SI. As a model for the evolution of the SI error, a gradual failure model with a discrete change in the error in time was chosen, which is characteristic of a certain class of SI, for example, time intervals meters, etc. The paths of evolution (change) of errors in such a model are shown in Fig. 1.

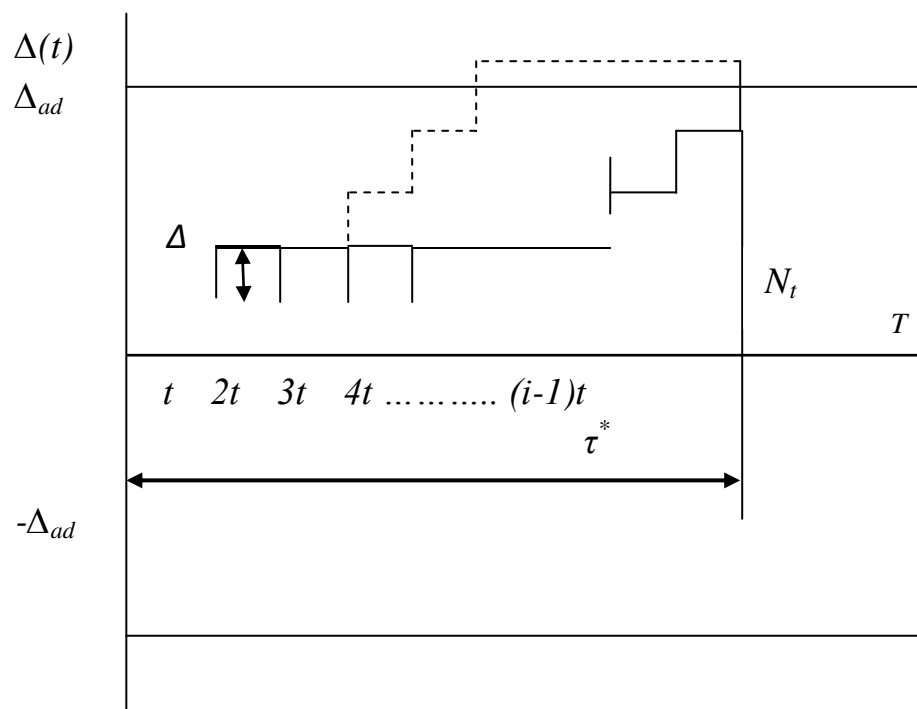


Fig. 1. Trajectories of MI error evolution with discrete changes in absolute errors in time.

The metrological reliability indicator for the specified SI class was chosen the reliability indicator, which in this case acts as a measure of metrological reliability and is defined as the probability of maintaining the SI error within the tolerance range for these characteristics over the measurement interval. The confidence indicator can be written in the following form:

$$D = P\{|\Delta(t)| \leq \Delta_{ad}\}_{t \in \tau^*}, \quad (1)$$

where P is the probability of metrological failure;

$\Delta(t)$ is the absolute SI error characterizing the process of evolution of the error in time t ;

Δ_{ad} - area of admittance;

τ^* - measurement time interval.

It is known from the theory of Markov chains that the probability P is finite and can be appropriately determined. In fig. 1 shows the possible (we will restrict ourselves to two realizations) trajectories of the evolution of the error for the model of gradual failure with a discrete change in the error in time. The intersection of the trajectories of the boundaries of the permissible absolute error $\pm\Delta_{ad}$ is pre-identified as a metrological failure.

Taking into account expression (1), the reliability indicator can be determined from the ratio.

$$D = 1 - (P^- + P^+), \quad (2)$$

where, P^- , P^+ - the probabilities of reaching or exceeding the absolute error, respectively, of the lower and upper limits of the admittance field for the time τ^* .

The probabilities of metrological failures P^- and P^+ can be represented as the following sums:

$$P^- = \sum_{h=1}^{N_t} U_{x_0,h}; \quad P^+ = \sum_{h=1}^{N_t} V_{x_0,h}, \quad (3)$$

where $U_{x_0,h}$ and $V_{x_0,h}$ are the probabilities of reaching at the h -th step, respectively, the lower and upper boundaries of the admittance field;

$N_t = \tau^*/t$ - the interval of storage of the accumulated error within the admittance field $\pm\Delta_{ad}$ add, expressed through the parameter t .

The expression for the confidence indicator can be represented as

$$D = 1 - \sum_{h=1}^{N_t} (U_{x_0,h} + V_{x_0,h}), \quad (4)$$

The probabilities $U_{x_0,h}$ and $V_{x_0,h}$ can be determined from the difference equations of two variables x_0 and h of the form

$$U_{x_0,h+1} = P_+ U_{x_0+1,h} + P_- U_{x_0-1,h}; \quad (5)$$

$$V_{k_t,h+1} = P_+ U_{k_t-x_0-1,h} + P_- U_{k_t-x_0+1,h}, \quad (6)$$

Where $k_t = \frac{2(\Delta_{ad})}{\Delta}$ is the value of the admittance field, expressed in increments of the value Δ ;

$x_0 = \frac{\Delta_0}{\Delta}$ the initial value of the error, expressed in increments of the value Δ ;

P_+ - the probability of the "positive" error increment by the value Δ ;

P_- - the probability of an increment of the "negative" error by the value Δ .

To solve equations (5) and (6), we will use the method of generating functions, which will significantly simplify the solutions of these equations and then apply a more efficient computational algorithm to find the reliability indicator. The method of generating functions was first proposed by the outstanding scientist L. Euler. The method has been and is being applied to compactly record information about various sequences, find dependencies for a sequence of numbers given by a recurrent relation (for example, for Fibonacci numbers), study the asymptotic behavior of sequences, represent discrete distribution laws of a discrete random variable and compositions of distribution laws, calculate moments of discrete laws a random variable, etc. The fairly widespread use of this method is due to the possibility of constructing on its basis effective computational algorithms for solving certain problems, which is relevant at the

current level of development of information technologies. In general, the generating function is a formal power series of the form:

$$\varphi(z) = \sum_{k=0}^{\infty} P_k z^k, \quad (7)$$

Generating (producing) the sequence of coefficients P_0, P_1, P_2, \dots , with $\sum_{k=0}^{\infty} P_k = 1; 0 \leq z \leq 1$.

The term "formal" means that for a given series, the region of convergence of the series is not defined. Each coefficient P_k is numerically equal to the probability of occurrence of such a number of events, the number of which is equal to the exponent z . We indicate here the main properties of generating functions:

$\varphi(z), \varphi'(z) \dots$ the rows converge absolutely;

$$\varphi(z) = \sum_{k=0}^{\infty} P_k z^k; \varphi(1) = 1; \varphi'(1) = \sum_{k=0}^{\infty} P_k k = m_1;$$

$$\varphi'(z) = \sum_{k=0}^{\infty} P_k k z^{k-1}; \varphi'(z) = \sum_{k=0}^{\infty} P_k k = m_1$$

$$\varphi''(z) = \sum_{k=0}^{\infty} P_k k(k-1) z^{k-2}; \varphi''(1) = \sum_{k=0}^{\infty} P_k k(k-1) = \sum_{k=0}^{\infty} P_k k^2 - \sum_{k=0}^{\infty} P_k k = m_2 - m_1$$

$$\varphi'(1) + \varphi''(1) = m_2.$$

Using the method of generating functions, we represent the generating function in the form

$$V_{x_0}(z) = \sum_{h=0}^{\infty} U_{x_0,h} z^h. \quad (8)$$

Multiply equation (5) by z^{h+1} and summing it over h , we obtain a new difference equation for one parameter z :

$$U_{x_0}(z) = P_+ z V_{x_0} + 1(z) + P_- z V_{x_0-1}(z). \quad (9)$$

For the resulting equation, boundary conditions of the form

$$V_0(z) = 1; V_{k_t}(z) = 0.$$

Particular solutions of equation (9) will have the form

$$V_{x_0}(z) = \beta^{x_0}(z).$$

Substituting particular solutions into equation (9), we obtain a quadratic characteristic equation for finding $\beta(z)$, which has the following roots:

$$\beta_{1,2}(z) = \frac{1 \pm \sqrt{1 - 4P_+ P_- z^2}}{2P_+ z}.$$

which allows for any arbitrary functions $A(z)$ and $B(z)$ to write the general solution of Eq. (9) in the form

$$V_{x_0}(z) = A(z) \beta_1^{x_0}(z) + B(z) \beta_2^{x_0}(z).$$

Taking into account the imposed boundary conditions, we write the last expression in the following form:

$$V_{x_0}(z) = \frac{\beta_1^{k_t}(z)\beta_2^{x_0}(z) - \beta_1^{x_0}(z)\beta_2^{k_t}(z)}{\beta_1^{k_t}(z) - \beta_2^{k_t}(z)}. \quad (10)$$

Taking into account that $\beta_1(z)\beta_2(z) = P_-P_+^{-1}$, expression (10) can be written as follows:

$$V_{x_0}(z) = \left(\frac{P_-}{P_+}\right)^{x_0} \frac{\beta_1^{k_t-x_0}(z) - \beta_2^{k_t-x_0}(z)}{\beta_1^{k_t}(z) - \beta_2^{k_t}(z)}. \quad (11)$$

The generating function $V_{x_0}(z)$ of the probability $V_{x_0,n}$ of the error exceeding the lower boundary of the tolerance field can now be determined without solving the difference equation (6) by replacing in expression (11) P_+, P_-, x_0 by $P_+, P_-, k_t - x_0$:

$$V_{x_0}(z) = \left(\frac{P_-}{P_+}\right)^{k_t-x_0} \frac{\beta_1^{x_0}(z) - \beta_2^{x_0}(z)}{\beta_1^{k_t}(z) - \beta_2^{k_t}(z)}. \quad (12)$$

Now, in order to find expressions for the conditional probabilities $U_{x_0,h}$ and $V_{x_0,h}$, which determine the probabilities of metrological failures, P^+ , P^- and the value of the confidence indicator D , it is necessary to determine the coefficients at z^h in the expansion of the corresponding generating functions.

In order to simplify the subsequent mathematical transformations, we take the initial value of the SI error equal to half of the tolerance field, etc. $x_0 = \frac{k_t}{2}$, and finally we obtain the following expression for the confidence indicator:

$$D = 1 - \frac{2}{k_t} \sqrt{P_+P_-} \left[\left(\frac{P_+}{P_-}\right)^{\frac{k_t}{4}} + \left(\frac{P_-}{P_+}\right)^{\frac{k_t}{4}} \right] \sum_{i=1}^{k_t-1} \frac{1 - (2\sqrt{P_+P_-} \cos \frac{\pi i}{k_t})^{N_t}}{1 - 2\sqrt{P_+P_-} \cos \frac{\pi i}{k_t}} \sin \frac{\pi i}{k_t} \sin \frac{\pi i}{2}, \quad (13)$$

where $i = 0, 1, 2, 3 \dots$

Expression (13) is a mathematical relationship in which the confidence indicator D will depend on four variables:

$$D = f(P_+, P_-, k_t, N_t).$$

To analyze the obtained estimate, let us construct graphs of the reliability indicator D from the corresponding arguments P_+, P_-, k_t, N_t . To do this, we transform expression (13) to the following form:

$$D = 1 - Z \cdot \sum_{i=1}^{k_t-1} \frac{1 - L^{N_t}}{1 - L} \cdot F, \quad (14)$$

$$\text{where } Z = \frac{2}{k_t} \sqrt{P_+P_-} \cdot \left[\left(\frac{P_+}{P_-}\right)^{\frac{k_t}{4}} + \left(\frac{P_-}{P_+}\right)^{\frac{k_t}{4}} \right];$$

$$L = 2\sqrt{P_+P_-} \cdot \cos \frac{\pi i}{k_t};$$

$$F = \sin \frac{\pi i}{k_t} \cdot \sin \frac{\pi i}{2}.$$

The table contains calculations of the reliability indicator D depending on the interval of storage of the accumulated error within the tolerance field $\pm \Delta_{ad}$ at the values of k_t equal to 20, 10, 5, 4, 3,

respectively, and the probabilities of increment of the "positive" and "negative" errors equal to 0,5.

Values of the confidence indicator D from the interval N_t

N_t	$D_1(k_t=20)$	$D_2(k_t=10)$	$D_3(k_t=5)$	$D_4(k_t=4)$	$D_2(k_t=3)$
0,0	1,00	1,00	1,00	1,00	1,00
10,0	1,00	0,78	0,21	0,03	0,00
20,0	0,95	0,47	0,08	0,00	0,00
30,0	0,86	0,29	0,06	0,00	0,00
40,0	0,77	0,17	0,06	0,00	0,00
50,0	0,68	0,11	0,06	0,00	0,00
60,0	0,60	0,06	0,06	0,00	0,00
70,0	0,53	0,04	0,06	0,00	0,00
80,0	0,47	0,02	0,06	0,00	0,00
90,0	0,41	0,01	0,06	0,00	0,00

Based on the calculations obtained, the graphs presented in Fig. 2. It can be seen from the graphs that the value of the reliability indicator at fixed values of P_+ and P_- decreases with an increase in the required interval of error evolution (N_t) and a decrease in the value of the tolerance field k_t . At the same time, for fixed values of k_t and N_t , the value of the reliability indicator depends on the ratio of the probabilities P_+ and P_- , taking the maximum value at their equal values, i.e. when $P_+ = P_- = 0.5$. In this case, the process of evolution of the error has the character of a symmetric random process and falls at $P_+ \neq P_-$, i.e., in this case, a predominant direction appears in the process of evolution of the error.

The assessment of the metrological reliability of the measuring instrument using the generating functions was carried out for the model of gradual failures with a discrete change in the error over time. This assessment of metrological reliability can be generalized for measuring instruments with continuous variation of the error over time. In this case, expression (4) takes the form

$$D = 1 - \int_0^{\tau^*} [U(x_0 t) + V(x_0 t)] dt, \quad (15)$$

where $U(x_0 t), V(x_0 t)$ - are asymptotic approximations to the probabilities $U_{x_0, h}$ and $V_{x_0, h}$.

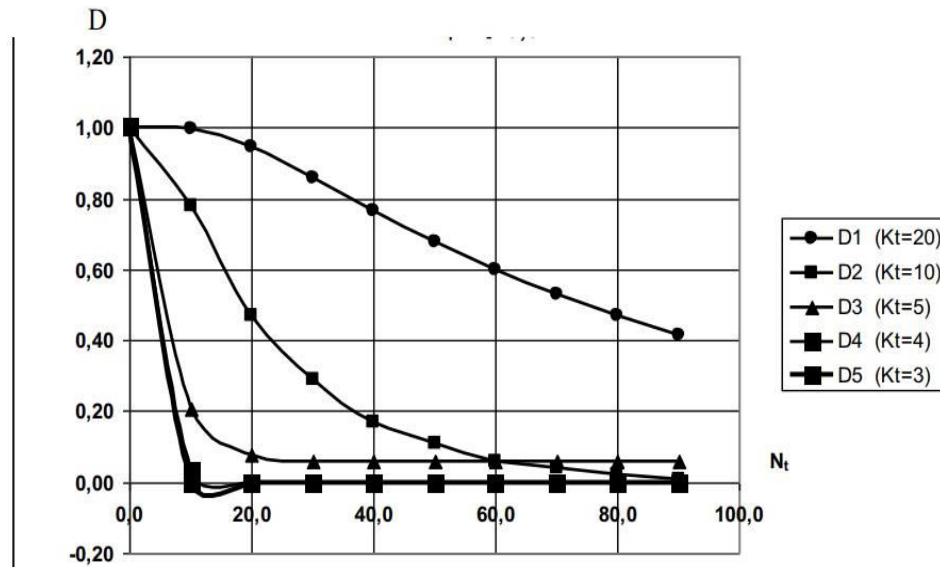


Fig. 2. Graphs of dependencies $D = f(N_t)$ at $P_+ = P_- = 0,5$

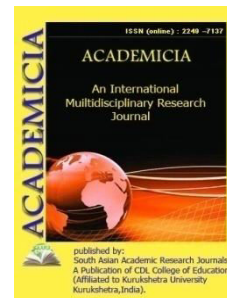
However, the issue of obtaining a generalized assessment of metrological reliability for SI with a continuous change in error over time is beyond the scope of this article. The obtained value of the reliability indicator with the use of generating functions can be taken as an assessment of the metrological reliability of the SI and, on its basis, implement an effective algorithm for assessing the metrological reliability of the SI by means of information technology. This approach is relevant, as noted earlier, for SI, in which the model of gradual failures with a discrete change in the error in time, which is characteristic of a certain class of SI, for example, for the class of technical means of timekeeping, is presented as a model of the evolution of the error. This determines the restrictions on its use.

CONCLUSIONS

1. Issues related to the assessment of the SI reliability are systematized. Reliability is assessed according to various indicators, while the most important indicators for SI are metrological reliability indicators.
2. For measuring instruments having a model of gradual failures with a discrete change in error in time, a reliability indicator is proposed as the main indicator of the metrological reliability of the measuring instrument, which allows predicting the metrological failures of the measuring instrument with a given probability.
3. For the analytical determination of the reliability indicator, the method of generating functions is used, which makes it possible to significantly simplify its finding, which will further create conditions for automating the process of finding the reliability indicator using information technologies, in which an effective algorithm based on generating functions can be implemented.
4. The results obtained in the article can be extended to other types of SI.

REFERENCES

1. Metrology, standardization and certification: textbook for students. Higher education institutions on spec. eg. prep. "Transport machines and transport and technological complexes" and "Operation of ground transport and transport equipment"; additional UMO / A.I. Aristov [et al.]. Moscow: Infra-M, 2014. 256 p. (Higher education) (Bachelor's degree).
2. GOST 8.009-84. Normalized metrological characteristics of measuring instruments.
3. Masharipov Sh.M., Mamatqulov M.N., Erkaboyev A.X. Metrological Accuracy and Estimation of Extended Uncertainty of Pressure Gauge in Real Conditions of Explaution. International Journal of advanced research of science, Engineering and Technology. Vol. 7, Issue 5, May 2020. Pp 13801-13805.
4. Metrology, standardization and certification: textbook for universities / A.G. Sergeev, V.V. Therehere. Moscow: Yurait, 2011. 820 p. (Fundamentals of science).
5. Ibrokhimov, J. M. (2021). Features of methods of optimising calculation of parameters the combined solar power installations. ACADEMICIA: An International Multidisciplinary Research Journal, 11(5), 1043-1047.
6. Ibrokhimov, J. M. (2020). Application of the solar combined systems consisting of the field of flat and parabolocylindrical collecting channels for hot water supply of the industrial factories. ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL, 10(12), 1293-1296.



DOI: **10.5958/2249-7137.2021.01848.6**

WITH THE HELP OF SCIENTIFIC-BASED SOURCES, THERE ARE MANY ALLEYS, MOSQUES AND THEMES NAMED AFTER MAHMUD TOROBI

Mamurov Ulugbek*

*Teacher, Reserve colonel,
Faculty of Western education of Bukhara State University
UZBEKISTAN

ABSTRACT

Born in the family of Hunarmand. He was engaged in pickling, at the same time he was a healer. He has a strong reputation, is a person familiar with the ideas of mysticism. The uprising, which began in Bukhara against the Mongols, was led by the proposal of the famous writer Shamsuddin Mahbubi. He was killed in a battle against the Mongols around Bukhara. The hut, built on its grave in the 13th century, was restored after Uzbekistan gained independence. About Mahmud Torobi Aybek wrote the opera libretto and epic "Mahmud Torobi" (1944), Asad Dilmurod wrote the historical novel "Mahmud Torobi" (1998). A statue was erected in the Jondor town of Bukhara region.

KEYWORDS: *Makhmud torobi, Uzbek, history, Turkistan, Central Asia, ortiq Abdullaev*

INTRODUCTION

It is known that history is the sacred root of our genealogy and lineage. This great genealogy can not be realized without a truthful and impartial study of national identity. Speaking about national development, studying the history of Uzbek statehood from the earliest (antiquity) periods, perfectly historical coverage of the process of ethnic composition and formation and naming of the Uzbek people is one of the main tasks of our scientists. In covering this important issue, more precisely in determining the history of Uzbekistan, it is necessary to look at it as a whole with secular processes, in other words, it is important to rely on the data of both local and foreign written sources. In this regard, in particular, historical written sources of ancient Greek-Greek, Indian, Chinese, Arabic, Persian, all-Turkic and Other Peoples occupy a special place. After all, the ancient history of society has a common character, therefore in them three important information about the roots of our ancestors.

Historical sources testify that the past, the first root of the descendants of the peoples of Central Asia, goes to the seeds and tribes of BC and connects. During this period, seeds and tribes were ethnically different, although they lived in a mixed state, in one union. Therefore, the most ancient (BC. the seeds and tribes of the previous) epochs are considered not only characteristic of the descendants of Turkic or Iranian peoples, but also the ancestors of some European peoples who lived in Central Asia in the past periods. In the same regard, some scientists come up with contradictions in the study of this issue with incorrect views. Although the main group of scientists noted that in the territory of ancient Turkestan (even in the territory of present-day Uzbekistan) the Turkic nation, including the Uzbek people, lived as a indigenous population from time immemorial, sometimes opposed to this idea, and the ancient nationalities that lived in this territory were Iranian Tribes, Other Peoples, in particular, the Turks “came people”,

In particular, in a number of works on the history of the Tajik people of historiography of historian Babojon Gafurov had similar views. In them, the history of the ancient Turkestan country was interpreted from head to toe only in the style of the property of one people, that is, all issues are illuminated from the point of view of the stages of development of One Nation. As a result, other peoples, especially the Uzbek people, did not participate in the historical processes taking place in the Turkistan region, including in the territory of present-day Uzbekistan, and they had the impression that there was no genius. In all the research of the scientist, the above mentioned opinions, judgments and conclusions were the leaders.

Opinions expressed without evidence and proof like this X.G. Görügli also took a wide place in the study” interaction of the ePOS of the peoples of Central Asia, Iran and Azerbaijan " (Moscow, 1983). It was in it that the Turkic nation of Central Asia and the Caucasus appeared as “newcomers” only in the IV century BC, the idea of which was based.

Some of our Scholars expressed reverence in their work to the mentioned unfounded opinions. In particular, Ortik Abdullaev, Shukur Kholmiraevs (regretting the fact that Uzbek scientists did not pay serious attention to the above views, which were falsified or degraded and denied the history of the leading peoples, who always occupied the main place in the territory of Turkistan, and did not express their views by taking a critical approach) through reliable evidence published in the journals of Gafurov and X.G. They had rightly criticized the blind's "thoughts that were wrong with the essence".

Since the 80 years of the XX century, in the field of studying the ethnogenesis and ethnic history of the peoples of Central Asia, a merciless political game in the socio-humanitarian Sciences began. In the following years, proponents of the idea of “panerionism” interpreted the issue of national autochthonism from a scientific point of view, published a number of works in the region, which produced national hostility and made speeches at conferences. For example, Professor Yu of the University of Indiana of the USA. Bregel, academicians of Tajik science, historian R. Masov, A. E. Vishnevsky, N. Neimatov, Yu. Yakubov, S. Polyakov, B. A. Litvinsky, S. N. In the works of Petrova, the theory of panerionism took a wide place.³ In recent years, the scientific opinions expressed in the speeches of these studies and conferences academic A. Askarov, K. In the works of Shoniyazov, the appropriate direction was revealed and on the basis of the scientific and theoretical views existing in the current World Science, the correct direction was determined on the issue of objective coverage of the issue of national autochthonism in historical science. Indeed, in their works, the way of life of the peoples of Central Asia, the way of life and the role of which have been identical, the history of the past

from the primitive to the present, the general character, their ethnogenesis, ethnic development can not be imagined without a fork from the scientific point of view, on the basis of convincing evidence was This issue is also objectively covered in the works of many foreign scientists.

A.Yakubovsky wrote in his treatise "on the ethnogenesis of the Uzbek people" that since ancient times a part of the Turkic peoples lived in the central parts of Central Asia in the III-II Centuries BC mixed with the sogds, they gave each other a girl, took a girl, became relatives, understood each other in circulation, resolved external and internal disputes in harmony. Even the Soviets fought together with the Turks against the rulers who were oppressive, unfair in the regions where they lived. The scientist wrote about this: "if before the 6th century on the territory of Bukhara and Samarkand there were no Turkic peoples living among the sogds, first of all, if they did not understand Turkish (sogds), they would not have allowed the Turkish Prince to enter the territory of Aboni and followed him and drove out his local rulers"¹.

So it turns out that our ancestors of the past knew each other's languages much earlier than with the Sogdians, Tajiks, and lived in Darth Vader, their first dates also passed together. It is necessary to draw the same conclusion when we think about our ancestors in antiquity. Otherwise, we can make a rough mistake. After all, such an approach to the issue will not allow other peoples to be humiliated.

When expressed objectively, as we have already noted above, the past tribes and nationalities that lived in Central Asia belong not only to one people, but also to the present Afghan, Turkmen, Uzbek, Tajik, Kazakh, Kyrgyz, Uighur and other peoples. These peoples came to live both BC and now mixed, and their anthropological structure, both traditions and traditional rituals, in general, the way of life is the same, even they understand each other's languages, fraternized (girls give and chatted out). Therefore, their ancient history also has a common character. It is a very big mistake to look at it (in particular, Tajik and Uzbek history and generations of the past). True, in this history, every nation can rely on and study the reflection of its ancient past. But it is wrong to study and conclude that the roots of ancient history become fully owned by one people. "History is an era, a popular time between a nation or a number of nations, "aburayhon Beruni said in his work" the law of Ma'sudiy " as long as he evaluated history. As this "popular time " continues uninterrupted, we must study our past history in a continuous and holistic manner (without breaking it down), therefore, to study the first history of our people, we must not ignore the fact that past history has a common feature.

From what has been said, as we begin to study the process of formation of each Ethnos or people, it will be necessary to first determine when the ethnogenesis and ethnic history of that Ethnos (people)began. Therefore, the academician A.Askarov believes that when studying the history of a single nation, it is necessary to study the periods of its ethnogenetic and ethnic development on a scientific basis. It is noted that ethnogenesis is a historical process that took place before the formation of this elat, the people. During this process, the characteristic signs of Ethnos (people) go to form one after another. After that, the second stage, ethnic (Ethnos-specific) history, that is, the history of a particular people, begins.

We found the ethnogenesis stage to be the first in the study of history to reflect on the history of the oldest seeds and tribes in Central Asia, namely the Scythian-sak-massaget, khorezmi, sarmat, suvd, khunn, Oguz and others. After all, these tribes and their history are ethnogenesis, which also belongs to the peoples of Turkey, Iran and other regions of Central Asia, and this elat is a

historical process that continues until the formation of the people. In the second case, we considered it appropriate to think about the ancient seeds and tribes that were the basis for the formation of the Turkic, including the Uzbek nation, which occurred during a certain period of ethnogenesis development. During both processes, the characteristic signs of Ethnos (people) go to form one after another. As much as possible, it is important to think on the basis of local written sources, that is, on the territory of Central Asia and on the basis of written sources created by our ancestors in this area.

It is known that from the beginning of the BC a lot of written sources about the history of our ancestors of the past have reached US. There are also inscriptions of orkhun-Enasoy and ancient Uighur (VI-X centuries), the work of Mahmud Koshgari (XI century) "Devonu lokotit turk" and several sources related to the ethnic genealogy of Turkic (Uzbek) peoples. The works of dynasties historians, which were famous in the history of our statehood of a similar past, have reached the conclusion that they have been studied by our scientists in recent times. Most of these sources are noted in the well-known historian scientist Azamat Ziya's book "history of Uzbek statehood" [1]. Including, B.A. Ahmedov, K. Shoniyozov, A. Askarov, I. Jabbarov, X. Doniyorov, G. The works of such a great number of historians as Abdurahmonov, ethnographer, linguist scientists were created on the basis of an analysis of historical written sources about the past of our ancestors.

But local written sources, created about the antiquity of the most ancient seeds and tribes that lived in Central Asia, almost did not reach, reached, are also few in number. Chunanchi, as pointed out by local written sources, in the study of the ancient history of Egypt, there are important written sources such as "Pyramid Texts" and "Book Of The Dead", "The Torah" for the Jews, "The Gospel" for the yeropalians, "Rigveda" for the Indians, and in the study of the ancient history of the peoples of Central Asia - "Behistun" ("Bhyeston") rock, "Nakshi Rustam", "take up the seat. Among these, the role of avesto plays a special role.

In some sources, "Avesto" is given information in the form that it was created in 589-512 BC years. A. And as for Askarov, Zardusht was born in the second half of the II century BC (1500-1200 BC).) lived, was born in Khorezm or in the family of a Sogdian priest, from the seeds of Spitam, his father's name was Paurushasp, and his mother-dug'dova" in the style of Mary boys thought. It is also expressed the opinion that the created place of Avesto can historically be the territories of ancient marginals, Bactria, Sogdiana, Khorezm, Central Asia or North-East Iran. Ancient geographical concepts, social and economic relations in Avesto, the social structure of society in it, the names-ethnic tribes and regional names-are considered a unique source for the ethnogenesis of the peoples of Central Asia and the history of the first statehood.

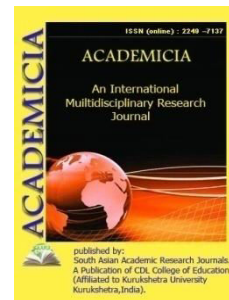
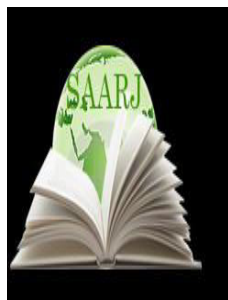
In the inscriptions "Bhyeston", the name of 23 (24) thas, including Khorezm, Sogdiana, Bactria and sak, massaget tribes(kingdoms)from the countries that entered the Union of the state of Iran in the VI-V centuries BC, in three languages that existed during the time of the ahmonids, that is, in the ancient Persian, elam (Elamtu/Khotamtu-mountain country2) and Babylonian, or in the This inscription indicates that these tribes and their position, their domination had its own unique power in those times, its own independent way of life, a way of progress. But with this information it is difficult to express a perfect opinion about our ancient ancestors, of course. To do this, it is necessary to objectively approach the works of historians of foreign countries and the information in them.

In particular, in the study and coverage of the life and history of the most ancient tribes of the peoples of Central Asia, it was revealed that the Greek historian Herodotus (BC.avv.V century) consists of 9 books "history", Ksenofont, Cthesis (BC.avv. Monuments of V-IV centuries), Strabo (BC.I century) "geography", the ancient Roman historian Kvint Kursi Rufus (BC.In such works as "the history of Alexander the Great", "the military march of Alexander" by the Greek historian Arrian (II century BC), there is important information about our ancient ancestors who lived in the Central Asian region, including the history of our country.

The fact that our ancient history was studied in the mentioned sources suggests that political, social, economic, cultural life and Foreign Relations in the territory of our homeland existed to some extent at that time. After all, our history has attracted the attention of both foreign historians because of the connection with the ancient times of world civilization. Therefore, first of all we need to know the oldest ancient history of personality society. After all, the ancient development that was formed on the territory of our homeland is also an integral part of the world civilization class. Chinese sources are also of great importance in covering the history of ancient civilization of our homeland, the life of our ancestors. Chunchi, "historical testimonies" (BC. avv. Such sources as: "history of the Great Khan's house" (I century), "history of the Little Khan's house" (V century), "history of the Wei House" (VI century), "history of the Northern Kingdoms (Baisha)" (VII century), "history of the family of suya" (I century), "history of the Great Khan's house" (I century), "history of the Great Khan's house" (I century), "history of the fact that these sources also provide some information on social life and cultural development in the regions of our homeland confirms that Central Asia, including the territory of Uzbekistan, is one of the foci of ancient civilization.

LIST OF USED LITERATURE:

1. <https://uz.denemetr.com/docs/768/index-281796-1.html?page=2>
2. <https://www.gazeta.uz/oz/2021/03/27/abc/>
3. <https://daryo.uz/2021/08/15/tolibon-mozori-sharifni-egalladi-afg'oniston-hukumat-kuchlari-o'zbekiston-tomon-qochgan-termizdagi-do'stlik-ko'prigi-afg'on-harbiylari-bi/>
4. https://znanio.ru/media/sh_m_mirziyoyevning_buyuk_kelajakni_mard_va_olijanob_xalqimiz_bilan_birga_quramiz_asari_taqdimoti-363697
5. <http://geografiya.uz/a-mashgulot/10540-dunyo-materiklarida-joylashgan-milliy-boglar-qoriqxonalar-va-ilmiy-stansiyalar.html>
6. <https://kun.uz/uz/news/2017/06/13/amir-temur-hieboni-kurinishi-135-jil-davomida-kandaj-uzgardi-foto>



DOI: **10.5958/2249-7137.2021.01849.8**

STYLISTIC FUNCTIONS OF ANTONYMS, MORPHEMIC COMPOSITION, SEMANTICS IN THE KARAKALPAK LANGUAGE

Sh.B.Khojanov*; A.Z.Otemisov**; D.B.Seytqasimov***; A.Tursinbaev****

^{1,3}Docent, Doctor of Philosophy (PhD) in Philology,
Berdakh Karakalpak State University,
UZBEKISTAN

Email id: ¹x_sharapatdiyn@karsu.uz, ²o_aziz@karsu.uz, ³s_dawletnazar@karsu.uz,

****Assistant,

Department of Karakalpak Linguistics,
Karakalpak State University named after Berdakh,
UZBEKISTAN

Email id: t_allabay@karsu.uz

ABSTRACT

The article on a monographic basis there are studied the semantics, composition, stylistic functions of antonyms in modern Karakalpaks language. There are elucidated, the causes of the appearance of the antonyms, their associated with synonymy, composition, polysemy, phraseological phenomena in the speech process. Paradigms of difference-based and single-rod antonyms are revealed. It is indicated in which parts of the speech that antonyms tend to be strained, reasons for their occurrence. It is found out in which cases in the works of art the antonyms perform the functions of the antithesis, the oxymoron, the contextual antonyms, the antonomical cohesion, the enanthosemia, and etc.

KEYWORDS: Antonyms, Synonymy, Polysemy, Enantiosemia, Antonymic Derivation, Morpheme Composition, Antonyms-Nouns, Antimonimical Adjectives, Antonyms-Verbs, Antonyms-Adverbs, Antithesis, Disjunctification, Amphithesis, Diathesis, Synaecosis, Alternative, Contextual Antonyms, Antonymic Cohesion.

INTRODUCTION

Antonyms occupy a certain place in the vocabulary of any language. The meanings of antonyms are opposite, basically, they absorb lexical units related to the same part of speech.

Although in the Karakalpak linguistics antonyms are not yet the object of special research, general concepts are given about them in textbooks, manuals and some studies on the lexicology and stylistics of the Karakalpak language.

The lack of study of antonyms in Karakalpak linguistics, the existence of incompletely resolved aspects of the phenomenon of antonymy confirm the need to study the chosen topic.

Revealing the reasons for the appearance of antonyms in the language, relations with words from other lexico-semantic groups, species in composition, the study of their stylistic functions are among the urgent tasks of Karakalpak linguistics.

Until today, in works on antonyms, species by their composition have been studied in most cases. In the studies, more attention is paid to the semantic structure of antonyms in the Karakalpak language, attempts were made to define the expression of sememes and seme lexemes by antonyms.

The concepts of antonyms in the Karakalpak language were first given in the work of E. Berdimuratov "Lexicology of the modern Karakalpak language" (Nukus, 1968). Especially, in his monograph "Development of the Karakalpak vocabulary with the development of functional styles of the literary language" (Nukus, 1973), the attitude of antonyms in the Karakalpak language to parts of speech, with the help of examples, their stylistic application in works of art was analyzed and scientific conclusions were drawn.

Antonyms in the Karakalpak language are also studied in the articles of M. Kudaibergenov. His article "Berdakh - a jeweler of the word" deals with the antonyms used in the works of the classic of Karakalpak literature Berdakh, the peculiarities of their application, the tasks of increasing emotional expressiveness and sensitivity. And also, in the article "Antonyms in the Karakalpak language" such issues as the phenomena of antonymy in the Karakalpak language, their relation to parts of speech, composition are investigated. M. Kudaibergenov and T. Bashirov compiled a dictionary, it was published in 1995. This dictionary is still considered one of the main sources devoted to the problems of antonymy in Karakalpak linguistics.

Antonyms in the Karakalpak language were studied in a special article by A. Bekbergenov and in his work "Stylistics of the Karakalpak language" (Nukus, 1990), they reveal the role of synonyms in the formation of antonyms, the expression of antonyms by antitheses, oxymorons. And also, in the work of M. Kalenderov "Grammatical, structural and lexical-semantic features of synonyms in the Karakalpk language", the connection between synonyms and antonyms is investigated. And in the works of Sh. Abdinazimov, it is said about antonyms, and, since they denote certain concepts, their use in the works of Berdakh and their relation to parts of speech are revealed.

The introduction substantiates the relevance and necessity of the research carried out, its purpose and objectives, describes the object and subject, indicates compliance with the priority directions of development of science and technology of the republic, sets out the scientific novelty and practical results of the study, discloses the scientific and practical significance of the results

obtained, provides information on implementation in practice of research results, published works and work structure.

In the first chapter of the article entitled “The connection of antonyms with other lexical-semantic categories in the Karakalpak language and antonymic paradigms”, the study of antonyms in general and Turkic linguistics in relation to synonymy, polysemy, enantiosemy, antonymic phraseological units, antonymic derivations is analyzed linguistic phenomena.

There is a very close relationship between antonyms and synonyms, and they perform a mutually defining function. To find the antonym of a word, we remember its synonym and, conversely, to find a synonym, we use its antonym. For example, in order to find the antonym of the word *жаңа*, we recall its synonym *таза*; to find out the synonym for the word *әззі*, we need to recall its antonym *күшли*. Examples: Айшаның көзи соқыр болғаны менен жүдә бир *таза* кемпир еди (С.Нурымбетов). *Жаңа* едим хәм гөнердим, Оны хеш бир умытпаспан (Кунхожа). Булар *әззини* қолайлайды, -деди Бийби (Т.Кайыпбергенев). Киятырған атлы жигит оннан *күшли* келди (А.Шамуратов)

М. Kalenderov included the words *соңғы*, *кейинги*, *артқы*, *ақырғы*, *изги* in one synonymous row, and the words *дәслепки*, *әдепки*, *әўелги*, *бурынғы*, *баслапқы* - in another. The following antonymic pairs are formed from the words of these synonymous series: *әдепки-соңғы*, *әўелги*, *бурынғы-соңғы*, *баслапқы-соңғы*, *әзелги-соңғы*, *әдепки-кейинги*, *әўелги-кейинги*, *баслапқы-кейинги*, *бурынғы-кейинги*, *әзелги-кейинги*, *әдепки-ақырғы*, *әўелги-ақырғы*, *бурынғы-ақырғы*, *баслапқы-ақырғы*.

The connection of antonymy with the phenomenon of polysemy depends on the contextual meaning of words, the use in a figurative meaning depends on its expressive-stylistic, synonymous meaning.

In the study of polysemy, the desire to integrate together with lexical-semantic categories, i.e. the study of the phenomena of polysemy, antonymy and synonymy as elements, microsystems of one system is striking in a number of studies. Polysemous words can be antonyms in all meanings, or only in one meaning. For example, the word *ақ* in its basic meaning - the meaning of color, will be the antonym of the word *қара*. And also, in figurative meanings like “*хақ*”, “*хадал*”, “*таза*” will be the opposite of the words “*жаман*”, “*қарам*” - the figurative meaning of the word *қара*. Examples: Ол *ақ* көкирек адам (А.Абдиев). Оның ойлаған *қара* нийети әмелге аспады (Т.Халмуратов).

Antonymic opposition, basically, happens between words with different stems, and in enantiosemy, the opposite is in the word itself, it is reflected in the context, i.e. connected with what word is connected, in what grammatical forms it is expressed. For example, *жұмысқа алыў-жұмыстан алыў*, *қарызға алыў-қарызын алыў*. And also, when combining *метроға миниў*, the word *миниў* gives the meaning “*түсиў*” and creates enantiosemy.

At the same time, the use of one word in the sense of irony, meaning the opposite meaning, can be attributed to enantiosemy. For example, *Хәзиргилер менен ойнама бала*, Олар *көзи ашық*, шетинен *дана* (I.Yusupov). In this example, phraseological unit and the word is used in the meaning of irony, but gives an absolutely opposite meaning to its direct meaning.

In the Karakalpak language, phraseological antonyms are found mainly in two forms.

First, by replacing components in phraseological units in other words. For example, *аты шықты-аты өшти, ат узин салмады-ат узин құрғатпады, ашық минез-тұйық минез, ұмит етти-ұмитин үзди* и др.

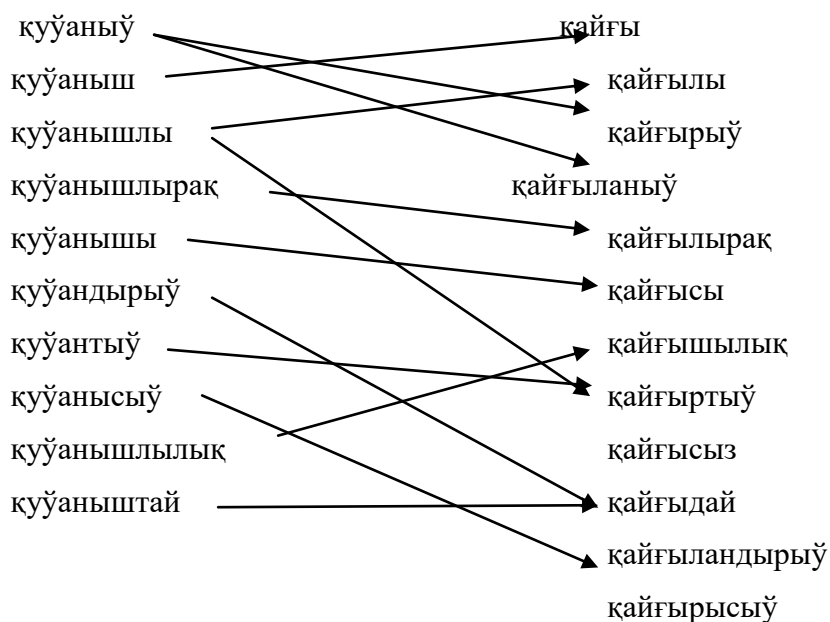
Secondly, they are different in composition and structure. For instance, *айы оңынан тууды-жолы болмады, хақ нийет-қарам ой, әуел баста-ақыр соңында, өли әрұақ-тири жан* и др.

The richer the Karakalpak language is in phraseological synonyms, the greater the number of phraseological antonyms. A similar phenomenon can be associated with the use of antonyms in various functions.

In our opinion, in identifying phraseological units in antonymic terms, it is necessary to compare their meanings, i.e. phraseological units, first of all, are distinguished by the peculiarity and semantic integrity of the components. Indeed, the components of phraseological units lose their original semantic and grammatical features. They, as part of phraseological units, express one whole meaning. Therefore, it is advisable to compare the antonymy between phraseological units, the semantics of their components, not separately, but to consider the lexical meanings of phraseological units as a whole.

In polysemous words, also, members of the antonymic series cannot always perform the antonymic function. Such phenomena are associated with the implementation of antonomical relations, members of the word-formation nest of the opposite meaning. For example, there is no need to prove that words *жас-ғарры, бай-жарлы, ақ-қара* are antonyms, but at the same time, the words *жаслық-ғаррылық, жасарыу-қартайыу, турпайылық-нәзиклик, байлық-жарлылық, ағарыу-қарайыу, ақлау-қаралау* require proof that they are antonyms.

If we compare the word-formation nest in the Karakalpak language, controlled by a pair of antonyms, parallel to each other, we can observe the following picture:



Multi-core antonyms are used for two-way communication: a) according to the semantic connection of the opposition between antonyms; b) according to the formal-semantic connection, depending on the word-formation possibility.

In the Karakalpak language, multi-rod antonyms are divided into two-term *бай-жарлы, байлық-жарлылық, трехчленные беккем-әззи, беккемлей-әззилей, беккемлеу-әззилеу, четырехчленные қайғы-қууаныш, қайғылы-қууанышлы, қайғылырақ-қууанышлырақ, қайғыланыу-қууаныу* paradigms. The study identified models of different paradigms.

This section identifies six-term paradigms: *жас-ғарры, жастай-ғаррыдай, жаслай-ғаррылай, бахыт-бахытсызлық, бахытлы-бахытсыз, бахытлыларша-бахытсызларша*.

In the second chapter of the article "Morphemic composition of antonyms in the Karakalpak language", the types of antonyms in composition, relation to parts of speech are highlighted, antonyms of nouns, adjectives, verbs, adverbs are studied, and divided into groups. The occupied place of antonyms in the process of speech is revealed.

Antonyms in the modern Karakalpak language in composition can be divided into the following groups.

1. Antonyms derived from stem words: *көп-аз, кел-кет, ұзақ-жақын, ақ-қара* и др. 2. Antonyms formed from base words and from words with a word-forming affix: *ақмақ-ақыллы, сулыу-сықылсыз, әззи-күшли* etc. 3. Antonyms formed from word-rams and from compound words: *көз жас, күлкінің* and others. The dissertation revealed 23 types of antonyms in composition.

When analyzing the relationship of antonyms in the Karakalpak language to parts of speech, the phenomena of antonymy were revealed among nouns, adjectives, adverbs and verbs. Especially, among adjectives and adverbs, antonymy functions very actively, this is due to their semantics. And also, in the Karakalpak language and among some pronouns and exclamation sentences there are antonyms: *анау-мынау, тәт-тәте-тәте, жит-күшико* and others. But, since this phenomenon in the indicated parts of speech occurs only among some words, they did not dwell on them separately in the study. In this chapter, basically, the types of antonyms in composition were studied within the framework of a noun, adjective, verb and adverb.

In the composition of a noun, the phenomenon of antonymy occurs very often. Noun antonyms in the Karakalpak language express mutual opposing relationships.

1. Antonyms-nouns expressing the relationship of people: *дос-душпан, ағайын-жат* etc. 2. Antonyms-nouns expressing the concepts of social life of people: *байлық-кәмбағаллық, мошыллық-жоқшылық* etc. 3. Antonyms-nouns expressing concepts related to the psychological state, behavior, character of people: *шадлық-қайғы, садалық-қайырлық* etc. 4. Antonyms-nouns expressing opposite concepts associated with any period: *ескилик-жаңалық, зулымлық-еркінлік* and others. The study singles out antonyms-nouns by meaning into nine groups.

By lexical meaning, adjective antonyms in the Karakalpak language are divided into the following groups: 1. Adjective antonyms, meaning features peculiar to people; 2. Adjective antonyms, meaning the peculiarities of animals; 3. Antonyms-adjectives, meaning features inherent in things; 4. Adjective antonyms, meaning common signs for people, animals and

things. Each of the listed groups within themselves are divided into several subgroups. The work on each of them was stopped separately.

Are adjective antonyms formed from different stems? Can words be antonyms *бахитлы-бахитсыз*. Having studied this issue in depth, we believe that with the help of affixes *-лы/-ли, -сыз/-сиз, бий, на, нә* antonyms appear. Antonyms formed with the help of these means should be conventionally called grammatical antonyms. It should also be noted that with the help of these affixes, not every word can become an antonym. For example, the words *дәптерли-дәптерсиз, китаплы-китапсыз* are not antonyms. “Observations have led to the idea that one-root derived words can form an antonymic series only if they mean mutually opposite identical concepts or lexical meanings. Such synonyms can be proved with the help of translation through the leskic unit”. This means that antonyms are formed from words that fit this norm.

In antonymy, antonyms-verbs occupy a special place. The formation of antonyms among verb words is inextricably linked with antonyms-adjectives and antonyms-adverbs. For example, since the words *жас-гарры, бай-кәмбагал, тез-әсте* among themselves are antonyms, and words such as *жасарыў-қартайыў, байыў-кәмбагалласыў, тезлесіў-әстенлесіў* formed from these words have antonymic meaning. In addition to these, words meaning actions in the opposite direction, like *қирмек-шықпақ, (жоқарыға) шықпақ - (төменге) түспек, жыйналмақ – тарқамас* are included in a number of antonyms-verbs.

According to the lexical meaning of antonyms-verbs in the Karakalpak language, they can be divided into the following groups: 1. Antonyms-verbs expressing movement in the opposite direction: *келмек-кетпек, қириў – шығыў* etc. 2. Antonyms-verbs associated with the state of objects: *ысытыў-суўытыў, күшейиў-пәсейиў* etc. 3. Antonyms-verbs, states and relationships inherent in people: *күлиў-жылаў, жасарыў-қартайыў* and etc.

In antonyms among verbs, the question arises: are antonyms formed with the help of affixes *-ма/-ме, -ба/-бе, -на/-не*. We know that with the help of these affixes, negative verbs are formed. Can affirmative and negative verbs become antonyms? While some researchers consider them not antonyms, others consider them to be separate types of antonyms. In Uzbek linguistics, this issue was deeply and comprehensively studied by R. Shukurov and proved the possibility of forming antonyms from the verbs of the affirming and denying types. But, with the help of specific linguistic facts, he shows the impossibility of forming antonyms from the predisposed form of the verbs of the affirming and denying types. We join the opinion of R.Shukurov. Indeed, affirming and denying forms of the same row can be antonyms between each other: *оқыған-оқымаған, тискен-тиспеген, келискен-келиспеген* and etc.

In the course of the research, we were able to distinguish the following types according to the meaning of antonyms-adverbs in the modern Karakalpak language: 1. Antonyms-adverbs associated with the state and way of performing an action: *тез-әсте, досларша-душпанларша, мәжбүрий-ықтыярлы* etc. 2. Antonyms-adverbs, meaning the amount of action or feature: *көп-аз, артық-кем, толы-бос* etc. 3. Antonyms-adverbs, meaning the time of action or sign: *кеш-бүгін, бұрын-қазір, әдеп-соң* etc. 4. Antonyms-adverbs, meaning continuity and permanence of action: *күндіз-түнде, қысы-жазы, азанлы-кеш* and others. Eleven types of antonyms-adverbs are indicated in the work.

In the third chapter of the article, which is called “Stylistic functions of antonyms in the Karakalpak language”, the expression of antonyms in various stylistic functions is highlighted on

the example of works of different genres of Karakalpak poets and writers and others. Eleven types of antonyms-adverbs are indicated in the work.

In the third chapter of the article, which is called “Stylistic functions of antonyms in the Karakalpak language”, the expression of antonyms in various stylistic functions is highlighted on the example of works of different genres of Karakalpak poets and writers.

. 1. X and Y: *От хәм суў, пал хәм уў табысты қашшан, Табыса алмай атыр бирақ пейллер* (И.Юсупов). 2. X и Y: *Ерте менен кешинде* (Кунходжа). 3. X, but not Y: *Аласысын артық алды, Бересисин берген емес* (Бердах). 4. Not X а Y: *Ол қорқақ емес, мәрт, дәўжүрек екен* (К.Мамбетов).

Antithesis in the Karakalpak language is actively found among nouns, adjectives, and verbs.

The phenomenon of disjuncthesis among antonyms based on semantics is formed as a dividing method.

And in the modern Karakalpak language, antonyms are used as a dividing figure. Two states are striking here. First, separation means the impossibility of a simultaneous opposite phenomenon. His model: either X, or Y, X or Y. For example, *Оның ол ойлағаны дурыс та, бәлким қәте де шығар* (А.Пахратдинов).

Secondly, the mutual separation of opposites weakens or disappears altogether. Here conditions are created for the joint use of antonyms in this form and its meaning is reduced to a synonym for the word *барибир* (А.Абдиев). Here are the words *бар* and *барма* are synonyms of the word *барибир*, express expressiveness, imagery.

By means of the amphithetic method, opposite signs and phenomena are confirmed. Thus, a phenomenon and a sign, and if there is a middle step between them, then it is also fully embraced.

The stylistic connecting function appears due to the combination of antonyms. Therefore, it covers both phenomena and both processes, after full coverage of stability, continuity, generalization, it becomes synonymous with words *мудамы, хәмме ўақыт, бәри*. Here antonyms are used in pairs and mean one concept: *Пейлимизди бузған қансызлық ылаң, Емленбейди еле жақын-жуўықта* (И.Юсупов). *Мақул сөздің көп-азы жоқ* (Бердах). *Келмели-кетпели* сөз айттым, *Я билмеймен терис қайттым* (Бердах). Such stylistic figures in some cases are expressed through the syntactic models X with Y, X and Y: *Бир дем еткен Мағрып, Маширық арасын, Пырақ бер күниме мениң жарасын* (Бердах). *Төздің сол ыссыға, суўыққа, ашқа* (И.Юсупов).

Diathesis is used as a confirmation method of the middle, neutral sign based on the negation of the opposite signs in works of art.

For the expression of inaccuracies in the character of nature, life, behavior and heroes, the figure of neutrality is of great importance. The function of neutrality of antonyms is transmitted through syntactic opposition not in X, not in Y, but between X and Y. For example: *Я күлкиси келгенликтен бе, я бир өзи қапаланғанлықтан ба, Бердибай төмен қарады* (А.Бекимбетов). *Я санда жоқ, я сапада жоқ* (Karakalpak folk proverb).

Cineciosis is one of the little-studied stylistic figures. In works of art, in mutual cooperation, it performs the function of a stylistic figure of the movement. On the basis of syneciosis, there is the opposite meaning, which is formed among antonyms. For instance, *Жоқ едим, бар болдым кәмалға келдим, Әреби атлар минип дәуранлар сүрдім* (Әжинияз).

Changing movements and phenomena expressed through the method of alternation means the interchange of places: *Гә жығылып, гәхи турып*, *Алға қарай жумалайман* (И.Юсупов). Here are signs of quality, conveyed through antonyms *жығылып, турып*, indicate an undulating continuity of life. That is, in the above example, by means of an alternate, the continuity of the joyful and sad days of life is given.

Oxymoron means combining words with opposite meanings, i.e. unconnected means a combination of concepts, the joint application of which is impossible: *Жигитке бергисіз гоишақ гаррылар*, *Ақ алтынлы елдің азаматлары* (И.Юсупов). *Өли көкірек, тири жан сыяқлы* (А.Шамуратов).

In the modern Karakalpak language, the word *közli*, which appeared with the help of the euphemization phenomenon, combines with the word *syыр* to form the form *көзлі соқыр*, and the word *yaman* combined with the word *yashy* is used in the form *ямана яқшы екен*.

There are also words that cannot be antonyms in separate use in speech, but form an antonymic meaning within a certain context. They are called contextual antonyms. For example: *Шеңгелге қонған бұлбилдің, Шымшық құрлы сәни болмас* (Бердах).

Contextual antonyms are also formed through the use of the synonymous feature of the word. In works of fiction, these types of contextual antonyms are very often found. Therefore, for the most accurate transmission of thought, as well as to avoid unreasonable repetition of the word, its synonyms are used. For example: *Хәмме тең болса ишкері*, *тысқары болып Хийўа екиге бөлине ме?* (К.Султанов).

Contextual antonyms are formed using words such as *гейде, бирде, биресе, не, ямаса, яки*. The words used in such cases are combined with words meaning quality, repeated as part of one sentence or as part of suitable sentences: *Дүньяда адамнан күшлирек ямаса эзирек, адамнан батырырақ ямаса қорқағырақ, адамнан ақыллырақ ямаса нәпәмирек, түсиниўи қыйын қоспалы, өзгермели қайсы мақлуқат бар?* (Т.Каипбергенов).

Antonymic cohesion serves to ensure the opposite connection between the elements of the text and is used between contact and distant sentences in the composition of the dictation in the text. The term dictema means a collection of several sentences within the text, compiled on one topic.

Dictates, given their participation in antonymic cohesion, are found in the following types:

a) dictums that use antonymic cohesion throughout the dictum; b) dictums, in which sentences taking part in the function of the center of meaning, introduction or conclusions, united by means of antonymic cohesion; c) dictemes, in which, in antonymic pairs, the first component is used at the beginning of the dictum, and the second component at the end of the dictum; d) the means of antonymic cohesion are similar in function to auxiliary ones and form the semantic units of the dictum.

By means of antonymic cohesion it is possible to compose a sentence that stands at the beginning of the dictema. This sentence serves as an introduction to the next note. With the help of

antonymic cohesion, you can compose a sentence that stands at the end of the dictum and, by meaning, performs the function of inference. This proposal is the logical conclusion of the previous note. For example: in I.Yusupov's poem "Difficult and Easy" there are the following lines: Актрисаның сахнадан кетиуі, Хәмелдардың аттан түсиуі, Парахордың алмайман деуі, Қыйын нәрсе усы үшеуі. Ақмақларды мақтап сөйлетиуі, Тилиң менен жақсылық етиуі, Кисилерге ақыл үйретиуі, Аңсат нәрсе усы үшеуі.

If in the last line of the first verse the word is used difficult, then in the last line of the poem its antonym is used easily. Thus, we see that the antonymic pair *қыйын-аңсат* performs the main function in creating a poem.

One of the main conditions for the transition of words with a direct meaning to words with a figurative meaning for the formation of paired words, parts of which are in antonymic relations. Also, one more condition for the formation of such words: its pairs should be widely used in oral speech. For example, *аз-көп, үлкен-киши, жақсы-жаман, кең-тар* etc. Examples: Бул дүнья *кең* бе, *тарма*, Ойлап мәнисин билмедим (Бердах). *Азлы-көп*ли абырайдан, Үзгендейсең гүдериңди (И.Юсупов).

In the Karakalpak language, antonyms used in the form of paired words consist of words denoting the following meanings:

1) a) verbs denoting actions in the opposite direction form paired words in antonymic relations: *келди-кетти, кирди-шықты, барды-келди* etc. For example: *Келмели-кетпели* сөз айттым, Я билмеймен терис қайттым (Бердах). b) From words denoting physiological opposite actions: *өлип-тирилди, өлген-тирилген* etc. For example: *Гә урысын, гә жарасқан*, Минезиңе хайранман (И.Юсупов).

2) The following words denoting lexical meanings inherent in adjectives form paired words with opposite meanings:

a) Words, the figurative meaning of which means a sign: Адам орта жасларға барғанда ғана *ақты-қараны* айырады. b) Words denoting a feature: Не *яхшы, йаманны* көрдим, Заман шеп айланған екен (Бердах). c) Words denoting length and volume: *узақ-қысқа, қойыу-суйық, үлкен-киши, олпы-солпы* and etc.: Ақшамлассам дедим кеулим сағынды, Унатарман *олпы-солпы* шағынды (И.Юсупов). c) Words meaning a state: *жас-ғарпы, дос-душпан* and etc.

3) The following words with opposite meanings inherent in nouns form paired antonyms:

a) words expressing objects or things that are in a mutually contradictory state: *бас-аяқ* etc. b) words denoting contradictions in social strata of society:

патша-гедей, бай-кәмбағал etc. c) words denoting relationships in a contradictory state: *сауал-жууап, келим-кетим, кирис-шығыс, барыс-келис* и др.

4) Adverbs denoting the following lexical meanings form paired words with opposite meanings:

a) words meaning a certain side: *алды-кейни, астын-үстин, әри-бери, узақ-жақын, оңы-солы* etc. b) words meaning quantity: *аз-көп* and others b) words meaning time: *ерте-кеш, күни-түни* and etc.

5) And predicatives *бар, жоқ* used in pairs: Қыяллар хәр түрли муқамға дөнип, *Барды-жоқты* әрман қылғанын қойды (И.Юсупов).

Consider paired antonyms in the Karakalpak language used in a figurative meaning: the meanings of words *ыссы-сууық*. а) Кеўлиң *сууық* болса, *ыссыларда* да, Кимдур биреўлерди тоңдыра баслар (И.Юсупов). *Ыссыларға* күйип, *сууыққа* қатып, Сол жекке қайыңның астында тұрсын (И.Юсупов). б) Қаншадан-қанша *ыссы-сууық* күнлерди басынан өткерди. Төздің сен ыссыға, сууыққа, ашқа (И.Юсупов). в) Қартайғанда ата-ананың *ыссы-сууығынан* хабар алыў перзенттиң ўазыйпасы.

Paired antonyms in a sentence perform the function of any part of the sentence. And also, new words can be formed from them with the help of word-forming endings. In such cases, the derivational ending mainly falls on the second part of the paired words, as well as on both parts: *жақын-жырақлық, ирили-майдалы, азлы-көпли* and etc.

In Karakalpak proverbs, the phenomena of antonymy are found in the following forms:

1) In both parts of a complex sentence, the opposite meaning is given through the use of antonymic words. For example, “*Жақсы* қатын белгиси, *Былғары* қылар терини, *Жаман* қатын белгиси, *Қарыздар* қылар ерини”.

In works of fiction, not only lexical antonyms, but also semantic antonyms in complex sentences form an antithesis. “Жалғыз үйдің *тамағы* жетсе де, *табағы* жетпес”. The words *тамақ* and *табақ* in this example, taken separately, they are not antonyms, it is in this example that it performs the function of a semantic antonym.

2) Endings *-сыз//-сиз*, forming an adjective by meaning denotes the opposite meaning to the endings *-лы//-ли*. For example, “*Ар-намыссыз* болыў пәсликке дәрек, *Ар-намыслы* болыў саўлат көтеріў”.

3) In simple sentences as part of a complex sentence with affirmative and negative words, denotes the opposite meaning. Negative meaning is conveyed by an imperfect affix *-ма//-ме*, words *жок*, *емес*: “*Тилең пәмсиз* жыйналып, *Бир ақыллы* ер *болмас*”.

4) Combinations with opposite meanings in parts of a complex sentence create an antithesis. For instance, “*Бұғаның өзи қартайса да мүйизи қартаймас, Жақсының өзи қартайса да сөзи қартаймас*”.

5) By repeated use of opposite parts of the sentence, an antithesis is formed. In such cases, the places of the parts of the sentence in complex sentences change. For instance, “*Жақсы* ислесең асыңды жерсең, *Жаман* ислесең басыңды жерсең”.

In the Karakalpak language, antitheses are used not only in the composition of a compositional complex sentence, but also in subordinate sentences. The following relations are striking between the parts of the subordinate sentence formed using the antithesis:

а) Between the subordinate parts of the sentence formed with the help of the antithesis, a conditional meaning is highlighted. Examples: “*Елге ел қосылса дәўлет, Елден ел кетсе – мийнет*”. б) “*Үйиң тар болса да, кеўлиң кең болсын*”. в) “*Айдың он беси жарық, он беси қараңғы*”.

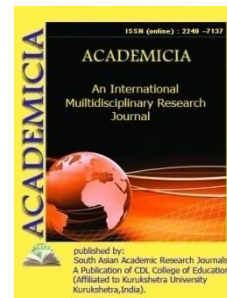
Thus, in simple sentences with opposite meanings in the composition of some complex sentences in the Karakalpak language, there are phenomena of antithesis. This situation shows that the

phenomenon of language antonymy belongs not only to the lexico-semantic tier, but also occurs in all hierarchical levels.

Drawing conclusions, we can say that antonyms are a semantic category that occupies a certain place in the vocabulary of the Karakalpak language. Their comprehensive study is of great theoretical and practical importance.

LITERATURE

1. Abdinazimov Sh. Lingvofolkloristics. –Nukus: KSU. 2015. –p. 90-92; language of Berdakh's works. - Tashkent: "Science", 2006. –p. 210-212.
2. Antonyms in the Karakalpak language. // Materials of the V scientific-theoretical conference of young scientists and specialists of KSU. –Nukus: 1993. – pp. 31-33.
3. Bekbergenov A. Synonyms and Antonyms. // Research on the Karakalpak language. Nukus: "Karakalpakstan", 1971. –p. 114-132.
4. Vvedenskaya L.A. Educational dictionary of antonyms of the Russian language. –Moscow: ECC "Mart". 2005. –P.20.
5. Drachuk N.V. Polysemy as one of the factors in the formation of antonymic-synonymous blocks: on the material of high-quality adjectives of the Russian language. AKD, - Volgograd: 2006. - C.2;
6. Kalenderov M. Grammatical, structural and lexico-semantic features of synonyms in the Karakalpak language. –Nukus: "Karakalpakstan", 1989.
7. Kalenderov M. A short dictionary of synonyms of the Karakalpak language. –Nukus: Karakalpakstan, 1990. –p.115.
8. Kudaibergenov M. Berdakh - jeweler of the word (about antonyms). Arman newspaper. 1992, April.
9. Rezuanova G.K. Synonymous, homonymous, antonymic series formed from polysemous words in the Kazakh language. AKD. –Almaty: 1999.
10. Tursunov U., Mukhtorov Zh., Rakhmatullaev Sh. Modern Uzbek literary language. - Tashkent: 1965. - page 147.
11. Shukurov R. Antonyms in the Uzbek language. –Tashkent: Science. 1977. –p. 14-15.
12. Shukurov R. Temporary Uzbek literary language The specified work. - p. 12.



DOI: **10.5958/2249-7137.2021.01850.4**

RELATIONSHIP OF REFERRING PRONOUNS TO PERSONAL DEIXIS IN UZBEK LANGUAGE

Eshonqulov O.T*

*Researcher of (PhD),

Tashkent State University of Uzbek Language and Literature named after Alisher Navoi,
UZBEKISTAN

ABSTRACT

The article describes the reference of the personal deixis with the means of pronouns in Uzbek language and deals with the problem of differences paradigm of pronouns in oral speech of syntaxis analysis. On the basis of this feature, all types of pronouns in traditional linguistics (personality, indication, question, identity, designation, indivisibility, suspicion) are united in the paradigm of pronouns.

KEYWORDS: *Deixis Sign, Pronoun Pointing To Person, Pronoun Pointing To Objects, Pronouns Pointing To Sign, Pronouns Pointing To Amount, Pronouns Pointing To Place, Pronouns Pointing To Time, Pronouns Pointing To Action.*

INTRODUCTION

It is known that all types of pronouns have a deictic character, they do not directly name reality and its elements, but only refer to them. On the basis of this feature, all types of pronouns in traditional linguistics (personality, indication, question, identity, designation, indivisibility, suspicion) are united in the paradigm of pronouns. However, these types of pronouns have different characteristics in terms of which object they refer to. For example, if personal pronouns refer to individuals, demonstrative pronouns can refer to individuals as well as objects. Such different signs cause the types of pronouns to contradict each other.

Pronouns in the Uzbek language can be divided into the following types on the basis of the deictic sign elements:

1. Pronouns referring to individuals.¹
2. Pronouns referring to objects.
3. Pronouns referring to sign.

4. Pronouns referring to quantity.
5. Pronouns referring to place.
6. Pronouns referring to time.
7. Pronouns referring movement condition.

In this article, we express our views on the problem of opposition in pronouns of person referring to Uzbek language.

In the Uzbek language, the following pronouns refer to individuals:

- Personal pronouns: *I, you, he, we, you, they*;
- Morphological forms of the personal pronoun, indicating the persons, taking into account the possessive indicators: *myself, yourself, yourselves*;
- types of pronouns which demonstrate the person: *he/she, this, that, it is...*;
- The type of interrogative pronouns referring to unknown persons by interrogation: *who*;
- Types of indefinite pronouns denoting persons: *all, everybody, everything, everyone*;
- Types of suspicious pronouns referring to indefinite persons: *someone, anyone, anybody pronouns*;
- Types of indivisible pronouns that indicate the denial of individuals: *no one, no body*;

Pronouns referring to individuals are differ in the way they refer to the speaker, listener, or other person, their amount, the denial or affirmation of individuals, and they can be in conflict with each other.

The following types of pronouns, which refer to persons in terms of speaker, listener, or other signals, contradict each other:

1. Personal pronouns and possessive pronouns are contradict each other. In this contradict, the personal and possessive pronouns are: a) a reference to the speaker and listener (*I ↔ yourself (yourselves), we ↔ yourself(yourselves)*); b) a reference to the speaker and another *I ↔ himself (themselves), we herself (themselves)*; c) a sign to the listener and the speaker *you myself (ourselves), you ↔ myself(ourselves)*; d) a sign to the listener and the another *you ↔ himself (themselves)*, they are contradicting each other.

2. Interrogation and personal pronouns contradict each other. The interrogation of personal pronouns and they become even clearer when they are used as interdependent passages between parts of speech. The following pronouns are used in this task: *who (whom, whose) ↔ he (him, his, himself, him selves)*.

3. Define and personal pronouns contradict each other. Contradicts between personal pronouns and define pronouns are formed when they are used as conjunctions between parts of speech. Such a contradiction is observed in the relation of the following designations and personal pronouns: *everyone (everybody) ↔ he (him, his, himself)*.

Pronouns referring to individuals also differ in the way they represent the speaker, the listener, or the amount of others, and enter into a contradicting relationship. Such a contradiction is formed between the following types of pronouns:

1. Define pronouns and possessive pronouns contradict each other. Contradictions are also observed in the relationship between personal pronouns denoting persons and their numbers, and personal pronouns denoting persons and their numbers by accepting the possessive suffix. In such a confrontation, *everyone* who refers to more than one person is confronted with the pronouns *I, me, and myself*, which refer to one person. Compare: *all (everybody, everyone) ↔ myself, all (everybody, everyone) ↔ yourself, all (everybody, everyone) ↔ himself*. For instance: **Everybody** has gone. I couldn't notice that I stayed with **myself**

As Iskandarova, Sh said that: "Pointing, if the reference to a person is general, reveals a quantitative contradiction between the expressions singular yourself (*only yourself*) and collective (group, gang) in all pronouns."² It should be noted here that *all* pronouns are opposed to personal pronouns, which only accept possessive suffixes in the unit. Because the personal pronoun that accepts the plural possessive suffixes does not mean singularity. Compare: *myself ↔ ourselves, yourself ↔ yourselves, himself ↔ themselves*.

2. Define pronouns and personal pronouns contradict each other. In this type of contradiction the pointing of more than one person as like *all, everybody* which meaning is directed to singular person *I, you, he* come across in contradict with personal pronouns: *all (everybody, everyone) ↔ I, all (everybody, everyone) ↔ you (everybody, everyone) ↔ he/she*.

The members of the pronoun paradigm are also opposed to the denial or affirmation of individuals. Such a contradiction is formed between the following pronouns:

1. Indivisibility pronouns and possessive pronouns contradict each other. Such contradictions are formed in the case of indivisible pronouns denoting the denial of persons and personal pronouns denoting the speaker, the listener, or the affirmative: *nobody (anybody) ↔ I, nobody (anybody) ↔ you, nobody (no-one) ↔ he, nobody (no-one) ↔ we, nobody (no-one) ↔ you, nobody (no-one) ↔ they*.

2. Indivisibility pronouns and designation pronouns contradict each other. Such contradiction is formed in the case of the indefinite pronouns denoting the denial of persons and the definite pronouns denoting the persons in the plural as well as the persons singled out from the plural: *Nobody (no-one) ↔ all (everyone, everybody), no-one (no-body) ↔ everyone (everybody)*.

3. Indivisibility pronouns and demonstrative pronouns contradict each other. Such a contradiction is formed in the case of indivisible pronouns denoting the denial of persons and demonstrative pronouns denoting by affirmation of persons at a distance or near. Compare: *No-one it (this, those, it is, that is...), no-body ↔ this (it, those, this is, that is..)*

4. Indivisibility pronouns and pronouns of suspicion contradict each other. Such contradiction is observed in the case of the following pronouns, which refer to persons who do not exist but who are presumed: *No One ↔ someone (anybody, somebody), nobody anybody (someone, somebody)*.

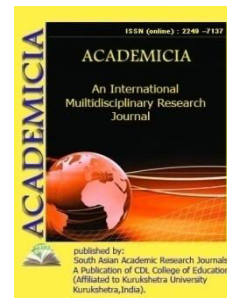
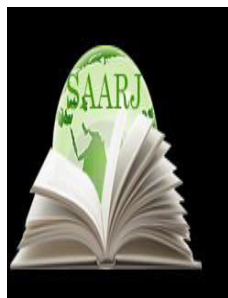
The following table shows the deictic nature of pronouns referring to persons:

№	Types of pronouns' meaning	Differentiation of pronouns on the basis of a person's dexterity
1.	Personal pronouns: <i>I, you, we, you, she/he, they</i>	+ +
2.	Demonstrative pronouns: <i>a) she/he, this, that, those, these...;</i> <i>b) as like that, as like this, so, such, such as this..;</i> <i>c) as much, as many...</i>	+ - -
3.	Interrogative pronouns: <i>a) who;</i> <i>b) what;</i> <i>c) how, which;</i> <i>d) how much, how many, which number;</i> <i>e) where;</i> <i>f) what is wrong, what happened...;</i> <i>g) when...</i>	+ - - - - - -
4.	Possessive pronouns: <i>a) my;</i> <i>b) myself, yourself, our self, yourselves, himself/herself, them self</i>	- +
5.	Pointing pronouns: <i>a) everybody (everyone);</i> <i>b) everything (anything);</i> <i>c) any, any kind of...;</i> <i>d) any amount;</i> <i>e) anywhere...;</i> <i>f) anytime..;</i> <i>g) all, everybody, everything, total...</i>	+ - - - - - +
6.	Indivisibility pronouns: <i>a) no one (anyone);</i> <i>b) anything (nothing);</i> <i>c) anyway, no-way...;</i> <i>d) none;</i> <i>e) never;</i> <i>f) nowhere...</i>	+ - - - - -
7.	Suspicious pronouns: <i>a) somebody, someone, anyone;</i> <i>b) anything, something;</i> <i>c) someway, anyway...;</i> <i>d) somehow, any amount...;</i> <i>e) anytime, sometime...;</i> <i>f) somewhere, anywhere...</i>	+ - - - - -

Thus, in the Uzbek language, pronouns have the property of referring to the deixis of a person, but this feature is not observed in different members of the paradigm of pronouns. However, the sign of pronouns in the personal dexterity is found in almost all of their internal forms.

REFERENCES

1. Абдуазизов А. Phonology and morphology of the Uzbek language. - Tashkent: Teacher, 1992. - B. 35-44.
2. Акрамов Т. On stylistic features of personal pronouns // Vocabulary, stylistics and speech culture. - Tashkent, 1980. - B. 85-91.
3. Alekhina M.I. On the classifications and mestoimienii // Russian language at school. 1982. - No. 1. - S. 63-68.
4. Askarova M. Some comments on pronouns // Uzbek language and literature. 1969. - №4. - B. 27-30.
5. Askarova M. Compound sentences in modern Uzbek. - Tashkent: UzFA Publishing House, 1960. - 132 p.
6. Askarova M., Abdulagatova R., Doniyorova N. Here are some suggestions on how to look or get an appointment for acne treatment. - Tashkent ped. ins scientific works. 87, 1972.
7. Askarova M., Yunusov R., Yuldashev M., Mukhamedova D. Uzbek language practicum. - Tashkent: Economics and Finance, 2006. - B. 144- 146.
8. Belousova A.S. On the question of semantic classification of local words // Philological collection. - M., 1995. -- S. 47-52.
9. Beldiyan V.M. Sound system of the modern Russian language and questions of neutralization and phonemes: Avtoref. dis. ... Cand. philological sciences. - M., 1968.
10. Bogoraz-Bukhman L.I. Phonological neutralization at the level of differences and phonemes in Russian: Authors. dis. ... Cand. philological sciences. - M., 1963.
11. Vinogradov V.A. Some questions of the theory of phonological oppositions and neutralization // Problems of linguistic analysis. Phonology. Grammar. Lexicology. - M., 1966. -- S. 13-21.
12. Volkov N.N. Semantics of personal places // Semantics and typology of diverse languages: Sat. works of the Tashkent University. - Issue. 709. - Tashkent, 1983. - S. 51–55.
13. Volkov N.N. Semantics and action functions of personal places in modern English: Authors. dis. ... Candidate of Philological Sciences. - M.: MGPIYa, 1984. -- 23 p.
14. Vorotnikov Yu.L. Places as "linguistic categories" // Philological sciences. - M., 2001. - No. 5. - S. 43-49.



DOI: **10.5958/2249-7137.2021.01851.6**

PROCEDURES FOR MODELING OF TERRITORIAL SECONDARY EDUCATION INSTITUTIONS OF UZBEKISTAN

Ganiev Erkin*; Eshonkulov Xamrokul Mamatkulovich**

^{1,2}Associate Professors,
Jizzakh State Pedagogical Institute,
UZBEKISTAN

Email id: hamroquleshonqulov@gmail.com

ABSTRACT

A number of changes will take place in the new vocational education institutions as a result of the reform of the content, quantity and quality of education, educational programs and technologies. The implementation of these tasks will ensure a positive solution to the issues of economic development, poverty reduction, a decent place for young people and women, and, consequently, the welfare of our people, said the Deputy of Minister of Higher and Secondary Special Education Murodullo Kholmukhamedov.

KEYWORDS: *Modern Innovative Ideas, High-Quality Progress, Acceleration, Digitalization.*

INTRODUCTION

We will definitely build a new Uzbekistan together with the youth!

Shavkat Mirziyoyev

The Decree of the President of the Republic of Uzbekistan "On approval of the Strategy of innovative development of the Republic of Uzbekistan for 2019-2021" emphasizes "The rapid development of all spheres of society and state life requires the implementation of reforms based on modern innovative ideas, developments and technologies that will ensure the rapid and high-quality progress of our country on the path to becoming a leader of world civilization"

On this basis, against the background of large-scale reforms in the country, the economy of Uzbekistan has grown significantly, there have been significant structural changes in terms of scale and quality.

Main part

Modern innovative technologies are rapidly entering all sectors of the economy. Intensive technologies are being introduced in industry, agriculture, transport and services, providing high value, high productivity, productivity and economy, and a wide range of modern innovations in manufacturing. These processes attract billions of dollars of foreign investment and create thousands of new technological jobs.

In 2019 alone, a total of 220.7 trillion soums of investments were disbursed from all sources of financing, of which the volume of investments in fixed assets amounted to 189.9 trillion soums, which is 1.3 times more than in 2018. These projects highlight the need for a new generation of highly qualified professionals in the near future. At the same time, the requirements of the international labor market, the acceleration of integration processes, digitalization, the training of competitive mid-level professionals with modern skills and abilities in the era of technological revolutions in industry, a new system in vocational education - required a professional education system in line with international standards.

As a result, public policy in the field of vocational education has changed radically.

The President set the goals and priorities of radical reforms in the field and the establishment of a modern system of vocational education, in short, a **new mission** of the industry.

The essence of this mission is to develop human resources in a new quality and format, to form in young people the practical skills required by the domestic and foreign labor market, to increase their love for the Motherland and loyalty to the people.

Thus, the system has the following tasks:

- training of mid-level personnel who can make a worthy contribution to economic development by regions and industries;
- training of young people to ensure their well-being through skilled labor;
- Development of a methodology for the formation of competencies such as innovative and creative approach to their work, the development of creativity, intellectual, cultural and spiritual potential.

In turn, all the legal and regulatory framework of the new system has been created. In particular, the government recently issued a resolution "On approval of regulations governing the system of continuing primary, secondary and specialized vocational education in the Republic of Uzbekistan."

Regulation on Continuous Primary, Secondary and Secondary Special Vocational Education by Decree, Model Charter of Vocational Schools for Personnel Training in Primary Vocational Education, Secondary Vocational Education The standard charter of colleges that train personnel at the stage of secondary special vocational education and the standard charter of colleges that train personnel at the stage of secondary special vocational education were approved.

Based on these documents, 3 types of educational institutions will be established, the educational process of which will be organized on the basis of educational programs in line with international standards.

The best practices of developed countries were studied in cooperation with 14 international organizations to ensure that the new system fully complies with international standards.

As a result of the reform of the content, quantity and quality of education, educational programs, technologies in the new vocational education institutions, the following structural changes have taken place:

First, in the 2020/2021 academic year, the vocational education system will have a total of 725 educational institutions across the country, including **339 vocational schools, 200 colleges and 186 technical schools.**

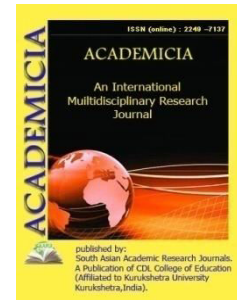
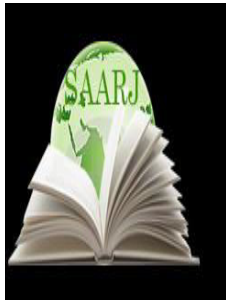
Category 1 - Vocational schools provide primary vocational education to 9th grade graduates on the basis of a 2-year curriculum that complies with Level 3 of the International Standard Classification of Education.

Vocational schools prioritize training in more than 200 occupations that play an important role in our economy, such as family business, gardening, construction, services, animal husbandry, poultry, beekeeping, and fishing.

Last, a national qualification system has been developed to adapt staff qualifications to the requirements of the international labor market. For the first time in Uzbekistan, the National Qualifications Framework, sectoral qualification frameworks, professional standards for professions and specialties, as well as differentiated educational standards and programs are being approved and implemented.

REFERENCES:

1. Law on Education 23.09.2020 (New edition)
2. www.Arxiv.uz Education system of the Republic of Uzbekistan
3. Ishmukhammedov. R. J. Innovative technologies in education and upbringing.-T: 2013.
4. Tolipov. O. Usmonboyeva. M. Application bases of pedagogical technologies. T: Fan; 2006.
5. "Formation in region". Scientifically-methodical magazine
6. Katmonko L.Y. Regional system of continuous pedagogical education/ formation
7. Economy in system of social co-ordinates: the collection of materials of regional
8. scientifically-practical conference. Tambov. Publishing house. Tambov: 2006-162-165 p.
9. Makhmedov G.I. Ganiev E. Mathematical modeling, Accommodation and perfection of Regional and professional educational establishment on the bases if multistage system: Korea: Yeungman Universitydaeg. 2004. June 2-4. P 65-66.
10. GanievБ. (2012). Optimal placing of a network of comprehensive schools of region Pedagogical Sciences (№3).
11. Ganiev E. (2018) Mathematical modeling of the regional system of professional education of the republic of Uzbekistan. Abusage 3 journal.



DOI: **10.5958/2249-7137.2021.01852.8**

PREVENTIVE INSPECTION OF LYMPH NODES IN SCHOOL-AGE CHILDREN

Alimova Gulrukh Mukimovna*; Makhmudova Barno Shamsuddinovna**

*Assistant,

Department of Facultative Pediatric and Neonatology,
Andijan State Medical Institute, Andijan,
UZBEKISTAN

**Senior Teacher,

Department of Facultative Pediatric and Neonatology,
Andijan State Medical Institute, Andijan,
UZBEKISTAN

ABSTRACT

This article presents the results of a study of primary school students. The object of the study was: children aged 7 to 11 years. Examination methods included examination, ultrasound, laboratory methods, cytology, and a Mantoux test to exclude tuberculosis. The survey was carried out in two stages. At the first stage, students of grades 1- 4 (945) of secondary school No. 37 in the city of Andijan were examined. A study of the child's dental status was carried out (hygiene index). Today, with the emergence of new non-ionizing methods of radiation diagnostics, optimization of research protocols, there is a gradual revision of approaches to examination in pediatrics. In the scheme of ultrasonographic examination of peripheral lymph nodes, we used the determination of Doppler and Doppler parameters. Doppler study was carried out in the mode of color and power Doppler mapping.

KEYWORDS: *Children, Lymph Nodes, Nonspecific Diseases.*

INTRODUCTION

Currently, in Uzbekistan, there are very acute problems of preserving and strengthening the health of adolescent children. Adolescents are the intellectual and reproductive potential of our country. Preserving and enhancing the health of schoolchildren is one of the most important criteria for the welfare of the state as a whole [2, 9, 11, 12]. In recent years, there has been a persistent trend towards a deterioration in the health status of the child population. The

proportion of chronic pathology is increasing [9].

Chronic lymphoproliferative diseases (CLPD) are common oncohematological diseases accompanied by a highly variable clinical course, unequal prognosis and insufficiently studied survival as one of the main criteria for the long-term effectiveness of anticancer therapy in patients, especially outside the framework of clinical trials.

Nonspecific disease develops more often than intrathoracic lymph nodes. with primary infection with mycobacteria in children and adolescents and much less often in adults with reactivation of nonspecific inflammation in previously infected lymph nodes [2, 8]. All over the world, a nonspecific disease is one of the ten leading causes of death, and occupies a leading position in the structure of mortality from infectious diseases [1, 5, 7]. Like malignant neoplasms, a nonspecific disease is classified as a socially significant disease [7] and should always be included in the differential series when mediastinal lymphadenopathy is detected. According to E.A. Kuznetsova, 2008 [13], nonspecific disease in adolescents refers to multifactorial diseases, which determines the characteristics of its course.

Nonspecific disease in adolescents is characterized by negative clinical and epidemiological features associated with insufficient effectiveness of preventive measures, the main focus of which should be not only early detection of the disease using a complex of modern technologies, but also unfavorable provoking factors associated with the violation of anti-infectious protection in the population as a whole. [7, 11]

In world practice, in patients with signs of nonspecific infection, the possibilities of ultrasound diagnostics are mainly aimed at finding fluid accumulations in the pleural, abdominal, and pericardial cavities; diagnostics of pathology of specific changes in the kidneys, as well as in peripheral and mesenteric lymph nodes [1, 2, 3, 15, 17]. Lymph node changes are often an accidental finding [1, 4, 10, 6, 14]. The use of traditional clinical and radiological diagnostic methods for nonspecific diseases is difficult, which requires the use of modern techniques and algorithms of radiation examination, such as X-ray computed tomography, X-ray digital tomosynthesis, magnetic resonance imaging, ultrasound examination and their combinations [6, 9, 11, 12].

Today, with the emergence of new non-ionizing methods of radiation diagnostics, optimization of research protocols, there is a gradual revision of approaches to examination in pediatrics. According to the WHO recommendations, magnetic resonance imaging (MRI) and ultrasonography (ultrasound) are the methods of choice for diagnostics in pediatrics [8, 7]. Ultrasound is informative in detecting inflammatory and neoplastic lymphadenopathies in the neck, in the mediastinum (endoscopic ultrasound), abdominal cavity, extremities (sensitivity for superficial lymph nodes - 71-92%, specificity - 65-94%, accuracy - up to 90%) [7, 11, 12]. It is inferior to CT and MRI in displaying the lymph nodes of the retroperitoneal space and pelvis [14, 12, 15, 9]. Fibrous lymph nodes are not visualized by ultrasound methods.

On ultrasound, enlarged lymph nodes appear as round or oblong masses with clear contours, homogeneous structure and reflections of medium intensity [7, 8, 9, 16].

MATERIALS AND METHODS

The survey was carried out in two stages. At the first stage, students of grades 1- 4 (945) of secondary school No. 37 in the city of Andijan were examined. A study of the child's dental

status was carried out (hygiene index). Examination of the facial skin was carried out, regional lymph nodes were palpated, their localization, consistency, size, adhesion with the surrounding tissues were determined. Concomitant somatic diseases were taken into account on the basis of the student's medical record.

TABLE 1

Pupils	Diagnosis				
	Caries	Lymphadenopathy	Chronic tonsillitis	Healthy	Total
1 Grade	290 (96,6%)	65 (21,6%)	20 (6,6%)	215 (71,6%)	300 (100%)
2 Grade	180 (90%)	33 (16,5%)	14 (7%)	153 (76,5%)	200 (100%)
3 Grade	200 (90,9%)	20 (9,09%)	10 (4,5%)	190 (86,3%)	220 (100%)
4 Grade	200 (88,8%)	20 (8,88%)	10 (4,4%)	195 (86,6%)	225 (100%)
Number (abs)	870 (92%)	138 (14,6%)	54 (5,7%)	753 (79,6%)	945 (100%)
Total (abs)	945 (100%)				

In the first grade, 300 pupils were examined, of which 215 (71.6%) were healthy children, 290 (96.6%) pupils were diagnosed with caries, chronic tonsillitis in 20 (6.6%) and 65 (21, 6%) lymphadenopathy.

In the second grade, 200 pupils were examined, of which 153 (76.5%) were healthy, 180 (90%) pupils had caries, chronic tonsillitis in 14 (7%) and 33 (16.5%) lymphadenopathy.

In the third grade, 220 pupils were examined, of which 190 (86.3%) were healthy, 200 (90.9%) pupils were diagnosed with caries, chronic tonsillitis in 10 (4.5%) and 20 (9.09%) had lymphadenopathy.

In the fourth grade, 225 pupils were examined, of which 195 (86.6%) were healthy, 200 (88.8%) pupils revealed caries, chronic tonsillitis in 10 (4.4%) and 20 (8.88%) lymphadenopathy.

At the second stage, the study was conducted by examination, ultrasound, cytological examination, mantoux test and laboratory tests.

TABLE 2

Research method	Number of surveyed pupils	Total number of pupils
Examination	945(100%)	945(100%)
USD	138(14,6%)	945(100%)
Complete blood count	945(100%)	945(100%)
Cytological	138(14,6%)	945(100%)
Mantoux test	138(14,6%)	945(100%)

In the diagnostic algorithm for conducting the surveyed, the following research methods were used (tab 2):

1. 945 pupils of different ages were examined. On examination, the height and body weight, body temperature were measured; assessed the condition of the skin and visible mucous membranes (color, pathological rashes, and formations, traces of scratches and insect bites, inflammatory changes in the mucous membranes); palpation of peripheral lymph nodes (occipital, parotid, submandibular, chin, supraclavicular, subclavian, axillary, inguinal) palpation assessed the localization, severity of edema and infiltration of soft tissues, the number and size of lymph nodes, pain and mobility, the presence of fluctuations, density, cohesion with surrounding tissues, the color of the skin over the lymph node.
2. 138 children underwent a comprehensive ultrasound examination of the lymph nodes, chest organs, abdomen, which included sonography of the liver, gallbladder, pancreas, spleen, kidneys, and intra-abdominal lymph nodes.
3. Laboratory research was carried out by 138 students, which included: a general blood test with the calculation of the leukocyte formula; general urine analysis; detailed biochemical blood test (total protein, albumin, globulin electrophoresis, total bilirubin, and its fractions, aminotransferase activity, alkaline phosphatase, γ -glutamyltranspeptidase, urea, creatinine, cholesterol, triglycerides, glucose); blood test for HIV, syphilis, markers of viral hepatitis B and C.
4. A cytological study was also performed on 138 students.
5. The mantoux test was performed on 138 children in order to exclude tuberculosis.

RESULTS AND DISCUSSIONS

The survey was carried out in the city of Andijan, secondary school No. 37 and included 945 primary school students at the age of 7-11 years. nodes. Poor oral hygiene and significant dental caries were found in 870 (92%), while chronic tonsillitis was detected only in 54 (5.7%).

In our study, we developed a map of ultrasonographic diagnosis of peripheral lymph nodes, in which the following parameters were taken into account: localization of lymph nodes, number, size, shape, severity of the capsule, lymph node gate, contours, echo structure of the lymph node, echogenicity, hyperechogenic inclusions, dopplerographic signs, condition of surrounding tissues.

50 primary children with benign lymphadenopathy and 45 patients with malignant lymphomas.

Based on the ultrasound examination of the lymph nodes, different characteristics of benign and malignant processes were obtained.

The ultrasound picture of nonspecific lymphadenitis is characterized by an increase in size, oval shape, and lack of expression of the capsule, thickening of the gates of the lymph nodes, clarity and the evenness of the contours, as well as the heterogeneity of the echo structure, the presence of hyperechoic inclusions and reduced echogenicity, the blood supply to the lymph node is not recorded.

The ultrasound picture of a malignant lesion of the lymph nodes is characterized by an increase in the size of the lymph node, irregular shape, thickening of the capsule, the number is multiple, often merging into a conglomerate, compaction of surrounding tissues, the gate of the lymph node is not determined, tuberous contours, uniformity of echostructure, reduced echogenicity ,

absence of hyperechoic inclusions.

In the scheme of ultrasonographic examination of peripheral lymph nodes, we used the determination of Doppler and Doppler parameters. Doppler study was carried out in the mode of color and power Doppler mapping. Doppler signs made it possible to assess: the maximum and minimum blood flow velocity and the index of peripheral vascular resistance.

Based on the Doppler data, high resistance index values were found in benign lymphadenopathies (-0.76 ± 0.08), and in malignant processes, low numbers of the resistance index - 0.54 ± 0.06 for HL, 0.59 ± 0.03 for NHL) (Fig. 3a), the accuracy of the method is 91%, the sensitivity is 92%, the specificity is 90%.

In lymph nodes with benign pathology, blood flow is rarely recorded, in 11 (22%) patients, blood flow is often recorded in malignant lymphomas, in 21 (66%) patients with Hodgkin's lymphoma and in 9 (69%) patients with non-Hodgkin's lymphomas

CONCLUSION

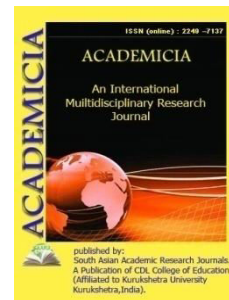
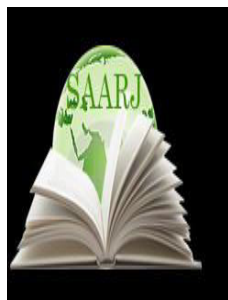
The use of the developed differential diagnostic complex as a working algorithm allows timely determination of indications for excisional biopsy of peripheral lymph nodes.

The expediency of using ultrasound with color energy mapping, cytochemical and biochemical methods for differential diagnosis of peripheral lymphadenopathies.

REFERENS

1. Canals-Borrajo, G. Spirometry for detection of undiagnosed chronic obstructive pulmonary disease in primary care / G. Canals-Borrajo, B. Martinez-Andion, M. L. Ciguenza-Fuster [et al.] // Eur. J. Gen. Pract. -2010.-Vol. 16, №4.-P.215-221.
2. Chuchalin, A.G. Early diagnosis of chronic obstructive pulmonary disease / A.G. Chuchalin. - Moscow: AMA-Press, 2007 .-- 109 p.
3. Computed tomography and sonography in the diagnosis of cancer of the larynx and pharynx / Ovchinnikov VA, Uglyanitsa KN, Kuleshov Yu.V. et al. / Radiation diagnostics: the present and the future. Materials of the V congress of specialists in radiation diagnostics of the Republic of Belarus. - Gomel, 2005. - pp. 283 - 285.
4. Evaluation of the information content of various radiation techniques in the diagnosis of intra-abdominal and retroperitoneal lymph nodes lesions in Hodgkin's disease / A.T. Balashov, O.G. Lexunov, A.A. Myasnikov et al. / Hodgkin's disease. Materials of the international scientific and practical conference. - <http://radiology.karelia.ru/conf/c07.html>.
5. Extrapulmonary tuberculosis: clinical and epidemiological spectrum of 636 cases / A. Ilgazli [et all.] // Europ. resp. J. – 2003. – Vol. 22, suppl. 45. – P. 3686
6. Global tuberculosis report 2017 / WHO. – Geneva : WVO, 2017. – 249 p.
7. Global tuberculosis report 2019. – Geneva : World Health Organization, 2019. – 283 p. Text : electronic. – URL :
8. Guidance for national tuberculosis programmes on the management of

9. Imaging of pulmonary tuberculosis / P. Van Dyck, F. M. Vanhoenacker, P. Van den Brande [et al.] // Eur. Radiol. – 2003. – Vol. 13. – P. 1771–1785.
10. Lukyanchenko A.B. The value and possibilities of diagnostic methods for assessing the state of the lymph nodes of the mediastinum and retroperitoneal space in patients with testicular tumors // [http: www. nedug. ru / lib / lit / oncol / 03 jan 2/41 / onco. Htm](http://www.nedug.ru/lib/lit/oncol/03jan2/41/onco.Htm)
11. Radiation diagnostics in pediatrics: nat. hand-in / ch. ed. volumes A. Yu. Vasiliev. - M.: GEOTAR-Media, 2010. - 368 p.
12. Sharma A, Fidias P, Hayman LA, Loomis SL, Taber KH, Aquino SL. Patterns of lymphadenopathy in thoracic malignancies. // Radiographics. - 2004. - Vol. 24. - №2. - P. 419-434. 28.Snow G.B., Patel P., Leemans C.R., Tiwari R. Management of cervical lymph nodes in patients with head and neck cancer // Eur. Arch. Otorhinolaryngology. - 1992. - Vol. 249. - № 4. - P. 1871 9 4.
13. Soloviev, K. I. Early detection of chronic nonspecific lung diseases by screening / K. I. Soloviev, O. V. Korovina // Bulletin of modern clinical medicine. - 2012. - T. 5, no. 2. - P. 30-34
14. Strauses H.G., Lampe D., Methfesse G., Buchmann I. Preoperative axillasonography in breast tumor suspected of malignancy a diagnostic advantage? // Ultraschall-Med.- 1998, vol. 19, № 2, p. 70-77.
15. Theron S, Andronikou S. Comparing axillary and mediastinal lymphadenopathy on CT in children with suspected pulmonary tuberculosis // Pediatr. Radiol. - 2005. Vol. 35. - № 9. - P. 854 -858.
16. tuberculosis in children. / Geneva : WHO, 2014. – 371 p.
17. Tyurin, I.E. Computed tomography of the chest cavity / I.E. Tyurin. - St. Petersburg: ELBI-SPb, 2003. - 371 p.
18. p. 12.



DOI: **10.5958/2249-7137.2021.01853.X**

THE USE OF FISHBONE IN THE STUDY OF LITERATURE

Chorieva Sharofat Turaevna*; Avazova Soxibjamol Akhmedovna**

*Teacher of Russian Language and Literature,
Denau Institute of Entrepreneurship and Pedagogy,
UZBEKISTAN

**Master in Uzbekistan State University of World Languages,
Denau, UZBEKISTAN

ABSTRACT

This article discusses Fishbone, one of the techniques for identifying, analyzing, and planning the causes and effects of a problem, and discusses how such learning tools can help shape logical thinking. The upper bones are small problems that arise from the main problem (in the vertical diagram we enter the problems to the left). The lower bones are facts that confirm these problems (in the vertical form we write the evidence to the right). Tail - the author's logical conclusion, solution or question answer. The transition to a completely new modular education system, the introduction of the latest technologies in the educational process, professional development and the exchange of best practices are important conditions for the development of education. Every event that happens has its own cause and effect. You can find out by filling in the fish skeleton. The advantage of Professor Ishikawa's graphic organizer is huge.

KEYWORDS: Graphic Organizers, Fishboun (Fish Skeleton), Communicative Competence.

When a person understands the material, he expresses his thoughts more freely, because it goes into the essence of the matter.

INTRODUCTION

Accelerated global development and radical changes in education methodology require that education professionals constantly work on themselves. The transition to a completely new modular education system, the introduction of the latest technologies in the educational process, professional development and the exchange of best practices are important conditions for the development of education.

"The main task of the education sector is to prepare for the future, to bring up our children in a healthy and harmonious way, especially in the context of globalization," said Shavkat Mirziyoyev.

At the same time, the most difficult task is to "train innovative, creative teachers and coaches who will teach their students on the basis of the highest standards," said the President. We should strive to develop students' ability to independently identify and solve problems, as well as their willingness and ability to engage in research and inventive activities.

In the lesson we need to equip the student not only with knowledge, but also with methods of working with information. One of the best ways to do this is to present information in a visual and meaningful way using graphic organizers.

In this article, we want to focus on one of the graphic organizers, which is a method and tool for identifying, analyzing, and planning a solution to a problem, namely: the "Fishbone" ("Fish Skeleton") scheme.

"Fishbone" (Fishbone - from English "fish bone", "fish skeleton") is a method invented by Japanese professor Kaoru Ishikawa (Ishikawa) to analyze the essence, cause, and outcome of a process.

This graphical way of presenting information allows a figurative representation of an event analysis by highlighting the problem, identifying its causes, and identifying the evidence and drawing conclusions on the issue. The essence of didactic methodical technique is to establish a relationship between the causes, consequences and factors affecting the object of analysis, to make a conscious choice.

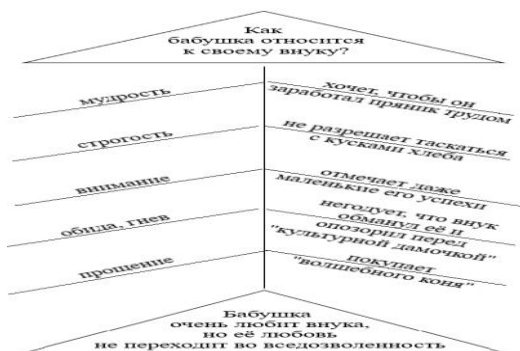
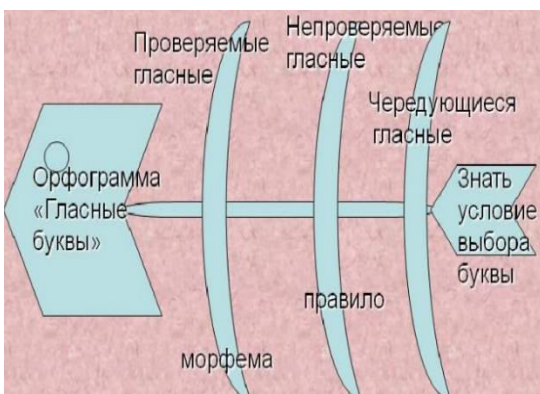
Using Fishbone technology, students develop the skills of working in groups, analyzing text, covering key events, and finding, summarizing, and drawing conclusions about their causes. The main purpose of the method is to develop logical thinking in children in harmony with the main task of today's education (7)

The "fish skeleton" scheme is a description of a number of problems and an attempt to solve them. Develops and activates systematic, creative and analytical thinking (3).

The diagram consists of four main parts: the head, upper, lower bones, and tail. The main problem, question, or topic to be analyzed. The upper bones are small problems that arise from the main problem (in the vertical diagram we enter the problems to the left). The lower bones are facts that confirm these problems (in the vertical form we write the evidence to the right). Tail - the author's logical conclusion, solution or question answer. It can be formed in the form of proverbs, aphorisms. Records should be clear and concise, reflecting only the essence.

The main problems lie closer to the head. It is appropriate to present the problems in order of origin in relation to the events in the work.

It is important to use the fish skeleton when it is necessary to identify the scope of the problem, their relationship, show the causes and consequences of the events, and analyze the causes of the problems. We often come across misinterpretations of this scheme in the work of some teachers and sometimes in scientific articles in internet sources.



This scheme cannot be used in any lesson; this graphic organizer should be appropriate to the purpose of the lesson. We can use this scheme if the lesson deals with the origin and consequences of a problem and requires structural analysis. It is effective to use it in lessons where problems exist.

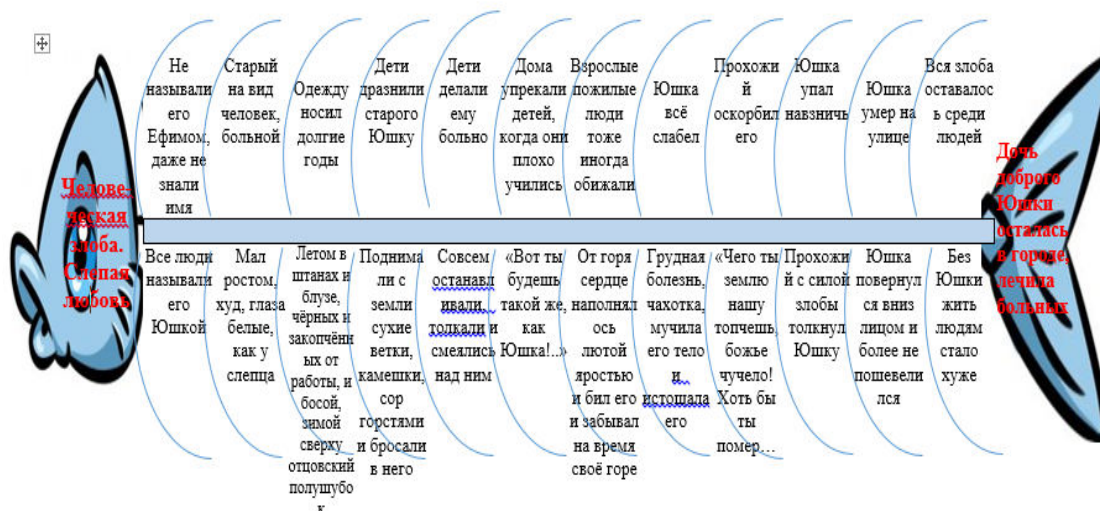
The “fish skeleton” scheme allows you to describe a number of problems and try to solve or draw conclusions. The scheme shapes and activates systematic, creative, analytical thinking.

Technology of working with the scheme "Fish Skeleton"

№	Stages of work	Allocated time	Summary of activities	
			Educator	Learner
1	Giving instructions	2-3m	Introduces the rules of filling in the scheme	Listens, asks questions
2	Fill in the fishbone	3-5m	Observes, directs	Working individually / in pairs
3	Join into mini groups, compare and complete schematics	3-7m	Observes, coordinates	They combine their ideas into a general scheme
4	Presentation of results: it allows to see, summarize the problems, their complex nature	3-5m	They listen, give the second group a chance to fill in.	They present the results, express their opinions
5	Summarize, analyze and evaluate	2-3m	Summarizes results, analyzes and evaluates group work	Can self-assess

“Fishbone” (Fish Skeleton) based on the “Legend of Danko” in A.M Gorky’s story “Old woman Izergil”

By completing the chart and presenting the results, the learners present what problem they have



found, what evidence they have explained, and provide a solution to the problem.

Scheme "Fish skeleton" based on the story "Yushka" by A. Platonov



Concluding after the group work, the teacher points out that Yushka is seriously ill and may die that day, but that it is not right to die in this way, to stay on the street, to be surrounded by kind people.

In describing mini-problems, the student is able to understand and interpret the cause of an event between events and its consequences. The author condemns human cruelty and helps to draw the right conclusions. The story of “Yushka” is an eternal hymn of kindness.

The reason for choosing high school high school texts is that the "Fish Skeleton" scheme can be used at a higher level of BKM level in cognitive and educational activities. In high school, the following topics are included in the syllabus: "Cause, condition, how to express consequences (9th grade. Cause, situation, effectiveness. Pp. 63-66)

The structural-logical scheme of Fishbone allows to form students' speech competence. According to this scheme, a teacher can ask an infinite number of questions. Children work with the text of the work, determine the cause-and-effect relationship, understand the author's position, know their views on the problem situation, and draw conclusions. Every event that happens has its own cause and effect. You can find out by filling in the fish skeleton. The advantage of Professor Ishikawa's graphic organizer is huge.

When a person understands the material, he expresses his thoughts more freely because he understands the essence of the situation.

Experience shows that the introduction of such organizers in the learning process develops communicative competence by 25-35%, makes the learning process more effective and meaningful, and creates the following opportunities:

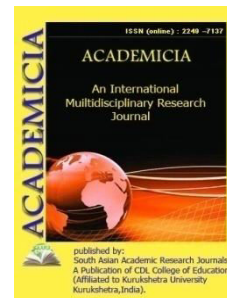
1. Good mastering of theoretical knowledge, increasing the effectiveness of teaching Russian in educational institutions.
2. Make the process of learning Russian language and literature effective and creative.
3. Make the material understandable and convenient for reuse in control lessons.
4. Make analytical conclusions on the studied material, effective analysis of problems, structures, schemes.

A student who has mastered the information can freely express it, express their opinion, draw conclusions.

REFERENCES:

1. Boyko V. Method "Fishbone" (Fish skeleton): what is it, 04/01/2015
2. Vasilishin N. Reception "fishbone" in the classroom at school, April 21, 2016
3. Valeeva E. A. Technology for the development of critical thinking using the "Fishbone" technique in chemistry lessons, 06/09/2020
4. Golish L.V. Design and planning of educational technologies. Study guide for training. 3rd edition, revised and complete. -T.: TSUE, 2012.147 p.
5. Dorina M. Ishikawa diagram (fishbone diagram) a technique for identifying the key causes that affect the result. National Research University Higher School of Economics, Moscow, January 2013.
6. Karimova B.T. On the use of graphic organizers in the classroom. JSC "National center for advanced training" Orleu "IPK branch in Pavlodar region". 2017.-2 p.
7. Kusov N. Article "Fishbone method" (Fish skeleton)
8. Mukhtorova N.V. Fishbone method as one of the ways to develop critical thinking. 06/28/2017 19:24

9. Sablina Valentina, what is FISHBONE? - 01/12/2020.
10. Far Berman B.L. Progressive pedagogical technologies. - Tashkent, 1999. - 84 p.
11. Method "Fishbone" (Fish skeleton): what it is, forms of work in the lesson and examples (Electronic resource).
12. Usmanova R. Russian language: Textbook for grade 9 schools of general secondary education with Uzbek and other languages of instruction. - Tashkent: IPTD "Uzbekistan", 2019. - 160 pages.



DOI: **10.5958/2249-7137.2021.01854.1**

PROBLEMS OF ENTREPRENEURSHIP, ECONOMY AND ECONOMIC EDUCATION IN THE PEDAGOGICAL HERITAGE OF EASTERN THINKERS

Khudoykulov Khol Jumaevich*; **Boboqulova Dilduza Mengliboevna****

*Professor,
Department of "Pedagogy and General Psychology",
Doctor of Pedagogical Sciences,
National University of Uzbekistan named by Mirzo Ulugbek,
UZBEKISTAN

**Teacher of chair "Preschool and primary education",
Denau Institute of Entrepreneurship and Pedagogy,
UZBEKISTAN

ABSTRACT

The content of this article focuses on the education of young people, with a special emphasis on the problems of entrepreneurship, thrift and economic education, using the pedagogical heritage of Eastern thinkers. In this regard, if trade, commerce, market, transaction process (trade) plays a leading role in the development of the economy, if trade is considered a source of income, the mainstay of the state budget then traders enrich it through the state budget. The great son of the East, the first philosopher Abu Nasr Farabi, in his analysis of Aristotle's philosophy, paid great attention to the question of the need for entrepreneurship, thrift, and economic education as a category of pedagogical science. Sufficient gold should be given from the treasury to restore its capital to trades whose capital has gone out of the lake. "At the heart of Timur's economic views, industry and tax policy, an important factor in governing the state, were not left out.

KEYWORDS: Youth Education, Entrepreneurship, Thrift And Economic Education, Trade, Commerce, Market, Transaction Process, Shopping, Food, Clothing, Housing Needs. Borrowing, Giving, Distributing Inheritance, Mercy To Orphans, Giving Alms, Betraying The Rights Of Orphans Are The Greatest Sins.

INTRODUCTION

The problems of entrepreneurship, thrift and economic education have a special place in the pedagogical heritage of Central Asian thinkers in the world economic development.

In the development of these problems, Farobi, Ibn Sino, Beruni, Yusuf Khas Hajib, Amir Temur, MirzoUlugbek, AlisherNavoi, Babur and many other thinkers.

In the pedagogical legacy of Farobi and Ibn Sia, the development of entrepreneurship, thrift and economic education is at the heart of the issue of meeting man and his needs. After all, as mentioned above, the highest blessing of the human world and the satisfaction of its needs is a condition for the survival and development of any society. Human needs can be divided into socio-economic, political and spiritual groups. Among these needs, meeting the socio-economic needs of insoi is a priority.

The great son of the East, the first philosopher Abu Nasr Farobi, in his analysis of Aristotle's philosophy, paid great attention to the question of the need for entrepreneurship, thrift, and economic education as a category of pedagogical science. Abu Ali IbnSina writes in the Epic of Medicine: "If animals live contentedly with the blessings of nature, these blessings will be scarce for human beings, and they will have to satisfy their needs for food, clothing, and shelter." According to him, people create food, clothing, and housing for themselves through their labor, and for this purpose they engage in farming, handicrafts, and animal husbandry: That is why Ibn Sina encouraged people to engage in socially useful work through entrepreneurship, thrift, and economic education. In the development of economic education in the East, the historical work of Yusuf Khas Hajib "Kutadgubilik" plays a special role. The play focuses on the issues of proper remuneration of labor, rewarding labor, appreciation of labor, material benefits, acquisition of a profession, strong social protection.

In this play, separate chapters are given to artisans, merchants, farmers, and ranchers. The scholar says, "Servants are hopeful of the results of their labors. A servant who does not find hope is disappointed.

Of particular importance is the idea of Yusuf Khas Hajib on the issue of interests (personal interest). "In particular, he writes that the whole moving soul is driven by self-interest. This idea was later expressed in the" Political Economy Textbooks "in the idea that every action is based on interest.

The economic ideas of our great ancestor, master, great commander, statesman Amir Temur, the economic policy he developed and put into practice play an important role in the development of Eastern economic thinking. Amir Temur's economic ideas are described in "Temur's Statutes". This play contains these economic recommendations for the organization, stabilization, regulation of the economy, its growth at a sustainable pace.

In "Temur's Statutes" we read: "Professionals and enlighteners should be given a share of the royal enterprises, and the poor with power in their hands should behave according to their condition and profession." "Sufficient gold should be given from the treasury to restore its capital to trades whose capital has gone out of the lake." At the heart of Timur's economic views, industry and tax policy, an important factor in governing the state, were not left out. It also stems from the public interest in its tax policy. Amir Temur states: "Taxes on the population should be

based on their income, and those who spend their property and capital for the betterment of the country should be given preferential treatment by the state."

The role of our great poet, our pride, our spiritual genius AlisherNavoi is invaluable in the spiritual heritage of the Uzbek people, in the internationalization of its culture. Until now our people have regarded him as the sultan of poetic property;

However, his scientific heritage is so rich and wide-ranging that it contains many valuable ideas on economic issues. The economic views of our great thinker are described in his lifelong book, Mahbub-ul-Qulub (The Lover of the Heart).

AlisherNavoi puts forward two economic ideas: first, the idea of rewarding according to the quantity and quality of labor, and second, the idea that wages are "as honest as mother's milk." It should be noted that this issue is still relevant today. From the above, it is clear that this idea is completely contrary to the idea that "life can be lived anyway." At a time when the issue of economic education is being promoted among young people, all citizens, it is clear how important the above idea of our great poet is.

AlisherNavoi writes in his book Mahbub-ul-Qulub: his fund will be good if he does not hide his wealth, shed his oboe, or accumulate what he has earned for the heirs to buy and squander, or if he does not spend it to provoke a bad event. "

These thoughts of AlisherNavoi about traders seem to be said for our traders and merchants today, and the following conclusion can be drawn from these thoughts in the work. First, trade, commerce, markets, transactions (purchases) play a leading role in the development of the economy, because it serves to eliminate the shortage of goods. Second, trade is the source of state budget revenue, the backbone of the country's economic power, as traders enrich it by paying taxes to the state budget. Thirdly, our scholar calls on the merchants to be honest and pious, so that they do not act only for their own benefit requires.

Nightmare. Parenting is always in the spotlight of Eastern thinkers. Kaikovus's Nightmare also pays special attention to the upbringing of children. That is why this work as an encyclopedia of Shark pedagogy has been gaining the attention of the peoples of the world for almost a century. The short anecdotes and concise narrations in the work made the book extremely attractive and readable. In some chapters of the work, the narrations in it encourage the harmoniously developed generation to form sections of the economy. That is, "Marketing is of two kinds, and both are dangerous - one is treatment and the other is conformity. "One (seer) was able to know the hope of a court of law. It means that in any way, the marketer should be proud of his property and body, not be careless, and not want to harm others for his own benefit." The emergence of views on the economic life of society is the result of a long historical development. Such views are present in the history of all countries and peoples of the world. In different periods of historical development, the progressives of that period have to one degree or another expressed their attitudes to the events taking place in the economic life of society, and have expressed their views on the subject in different forms and at different levels. He lived and worked in the Arab world on the basis of such views. The services of great thinkers are also great. In their scientific, historical and artistic works, they put forward valuable ideas on the economic life of society, the issue of economic relations.

The views of great thinkers on economic relations cannot be studied in isolation from the period in which they lived. The main reason for this is that their worldview was influenced by the economic and political order of the time, the ways of governing, peoples and states.

That is why in their works they gave important information about the methods of work of heads of state, rulers and their officials, the struggle of the people against the invaders and the heroes who grew up among them.

In the society and state of feudalism, Islamic ideas occupied a leading position. In Islam, internal conflicts have developed and various ideological and political currents and schools have emerged. They all served to ensure the economic, political and spiritual domination of the ruling classes over the oppressed classes. The economic views that emerged in the territory of the Arab countries are reflected in the works of scholars and historians who lived at that time.

In Islamic spirituality, the issues of trade are very detailed and elaborate. According to him, a person engaged in business must unconditionally comply with the following requirements based on honesty:

Buy and sell, know the rules of trade.

To treat buyers, the same regardless of their religion, i.e. not to give a special preference to a Muslim in trade. When it comes to the price of goods, it is impossible to say, "I will sell the goods only at such and such a price."

If someone wants to make a trade deal and then give it up, do so, and so on.

Also, according to the Shari'a, a person who intends to engage in commercial activities must meet the following conditions:

He is an adult, intelligent, conscious,

Let him use his accumulated wealth wisely, without wasting it. Humor in business, not lying, being serious. By forcing another person into commercial affairs and not involving him or her as a human being.

Not to enter into trade agreements with minors (even if their parents agree), not to hire them.

Sharia's law allows for the exchange of goods (non-monetary) (using the latter term - "barter"), provided that the following conditions are met:

Whether the size, quantity, weight or size of the goods is transparent.

In the exchange of goods, it must be handed over from hand to hand.

The same goods shall not be exchanged for other goods of the same kind.

Goods given for deposit, but not intended to be exchanged for another, shall not be sold without the owner's permission.

It is clear from the above-mentioned law itself that in Islamic practice, trade is considered to be a matter of great economic importance. For centuries, therefore, the rulers of all Muslim countries, even the highest rulers, have been anxious to encourage trade in all its aspects, to make it one of the main sources of income for the state, and the Messenger of Allah (saw) has set an example in such matters.

In Islamic spirituality, economic education places great emphasis on trade in the Qur'an, but anti-usury views are expressed. The sanctity of property is said to be a great sin to betray someone's property. The inequality of society has long been recognized. The ideas of borrowing, lending, distributing inheritance, mercy to orphans and captives, and giving alms are strong. The types and amounts of taxes are also of great importance. Betrayal of the orphan was declared the greatest sin. It is said that mutual help is necessary, but not so much in bad deeds and enmity. It has been proved that it is necessary to take up various professions, especially farming, sheep-breeding, and work. The books of Hadith also contain many useful ideas and concepts related to economics, and in the X-XII centuries, Central Asia became one of the major centers of advanced social thought in the East. Farabi, who was known all over the world at that time. Ibn Sina, Beruni, Yusuf Khas Hajib, Nizamul-Mulk and many other thinkers lived and worked. Their works are full of economic ideas. In the East, scholars have described the secrets of trade, property, and crafts. Some of them have not lost their relevance even today.

Yusuf Khas Hajib said, "A person who does not benefit a person is dead, and a life spent in vain is a waste of labor."

A follower of Aristotle, Farabi (673-950), who analyzed his works, created the doctrine of the importance of material needs for the formation of society, described the "need" of politics, economics, science, defined the role of labor and tools in the creation of material wealth. In the works of Ibn Sina and Yusuf Khas Hajib, thinking about the issues of the "division of labor" and the ideal state, they gave great importance to mutual assistance and friendship. In Muslim jurisprudence, the consumer value of a commodity is recognized, the value of the commodity differs from the requested price, the value of the commodity includes the cost of raw materials, the cost of labor of intermediate commodity producers. According to scholars, some trades include other trades. For example, a carpenter uses wooden objects, a student uses spun yarn, and so on. The play also analyzes the commodity-money relationship, states that prices depend on the mass of goods (supply-demand) when brought to market, and that the tax system should be regulated.

It is noteworthy that Ibn Khaldun (originally an Arab) met with Amir Tsmur (a captive) at the request of history and became acquainted with the ideas of the uniag, with whom he had a conversation. Nizamul-Mulk (1017-1094) in his work "Politics" noted the waste of rulers, abuse of office of emirs, officials and judges, the burden of taxes, the need for accountability in the storage and spending of public funds.

The economy plays an important role in the life of every person, every family, community and society as a whole. Depending on the economic situation, social life is formed. It is no coincidence that our people use the phrase "First the economy, then politics."

Ikdisodiet is not only our present, but also our future life, our present future. Therefore, as mentioned above, the development of economics and economic thought is of great importance in the life of society. From time immemorial, people developed economic ideas based on the environment in which they lived, were interested in the relationships in the system in which they lived, and worked on them. All this was the main reason for the development of economic thinking.

The history of economic thinking, which reflects the development of economics, is very rich. Throughout human history, many ideas about economics have been advanced, and they have

come together to form various theories. Eastern and Western scholars have theoretically analyzed economic phenomena and discovered that there are different categories and laws in the field of economics. They expressed a wide range of views on the use of material and spiritual resources, trade, prices, taxes, treasury, and money circulation. In Central Asia, thinkers such as Abu Nasr al-Farabi, Abu Rayhan al-Biruni, Ibn Sina, AlisherNavoi, and Abdurahman Jami, as well as statesmen such as NizamulMulk and Amir Temur, have expressed many views on economics. Islamic principles of economic activity were originally enshrined in the Qur'an. If we look at the economic views of the great poet and statesman AlisherNavoi, the Mongol conquest of Central Asia in the early twelfth century led to a slight deterioration of economic relations there. But it is known from history that the peoples who have lived here since ancient times rebelled against the invaders. Our ancestor Amir Temur spent his entire life for the peaceful coexistence of the peoples living in the mysteries of Central Asia. As a result, in the fourteenth century, the restoration of economic relations laid the foundation for the development of trade, economic relations between the city and the city. During this period, AlisherNavoi's works "Chor wall", "Khamsa" and others were created, which reflected his economic views. In his view, labor is the main character of society, and ordinary producers are the basis of it.

In his work, Beruni not only glorifies kindness, but also points out the difference between them. Because they have different bases. A person who is able to do one may not be able to do the other, a snow job must be in its place and in moderation, work done in excess of the norm will not be reasonable. As an example, Bsruni cites the following story: In the Arabs, some people sacrificed their lives for their guests or for those who asked them for a place.

Some, however, acted like Hotam Toy, who broke his opponent's spear while he was at war with his opponent. Realizing that the opponent was in a dilemma, he resorted to deception. He asked Hotam to present him with a spear. The owner of the cabbage and the benefactor, Hatam, risked his life by gifting his spear to his opponent. Beruni advises to avoid the above, that is, to think deeply before doing anything.

In general, Abu RayhanBeruni, as a great patron and fan of science, knows the prosperity of the country, the prosperity of science, and the happiness of man in his knowledge and enlightenment. In his works, he gives examples of educational poems and stories, through which he emphasizes that everyone, according to the dictates of his heart, strives for goodness, does not show mercy for the sake of artificial prestige and fame.

AlisherNavoi and his thoughts on business. The formation of the Silk Road, which is considered important in human society, not only creates great opportunities, but also leads to the establishment of shopping centers in the land of Turan. One of the reasons for the development of trade during the reign of AlisherNavoi was the fact that traders not only lived and traded in the caravanserai, but also opened special shops in the markets and traded goods imported from their countries. AlisherNavoi observes the activities of local traders and foreigners and expresses his opinion about them:

Merchants must first provide honest food, serve the community. Some traders, on the other hand, deceive buyers, especially the poor, and live at their expense. If you have the rights of the poor around their necks. Merchants also deny the religious tax by paying taxes to the state by showing their property, thereby abolishing the religious zakat that is supposed to be distributed to the needy. In the implementation of "such business" the city's sellers take the lead. He wrote, "Take

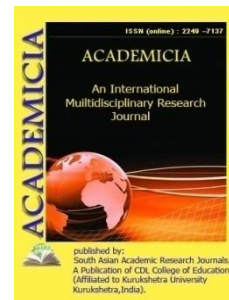
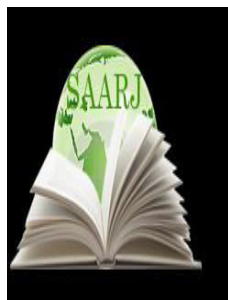
the city and sell it." AlisherNavoi, a traitor, wants a famine for his own benefit." Because when there is a famine, his business goes on, he hides his goods and sells them at a high price, his goal is to harm the people, his dream is to buy cheap and sell expensive. He denigrates silk as gray, calling sales gray silk. The role of urban artisans in providing markets in the Navoi period was enormous. The handicraft production is designed to meet the needs of the rural population and some of the products are intended for sale to the nomadic population living in the steppes. The largest number of buyers in the market were farmers, who brought agricultural products here and bought the handicrafts they needed. Although Navoi has a good opinion of many artisans, he does not lag behind most of them. They give in to trade and forget the hereafter. One of the important theoretical foundations of commerce is the law of value, and the measure of value is money. AlisherNavoi. he thinks that the price depends not only on the labor expended in the production of the product, but also on the supply and demand. At the same time, he notes that some traders have overestimated the price on their own initiative. It recommends price regulation with a balance of fairness and justice, with penalties for traders and traders who exceed such prices. The poet emphasizes the importance of developing foreign trade in the development of the country's domestic markets. In this regard, Navoi's letter from Astrobod to Hussein Boykaro is noteworthy. This letter states:

"Again, my greatness is that if I judge the Devans, they will narrate from the souls of those who came around and traded (so that their interests would not be harmed). In that region, if the word "tamga" is not used (zakat is not levied on traders), the zakat is a prisoner (inspector, supervisor) in prison through property tax interpretation and judgment (sharia and law), but on weekdays it is recognized (checked by the buyer). if they complain ... the arrival of traders will increase. As Hussein Boykaro himself pointed out in his pamphlet, many measures have been taken on the basis of Navoi's advice to create conditions for foreign traders. "In every rabot, the façade was blocked by one of the government officials to repel the evil deeds of the covenant to the corrupt, and to prevent looting, and a group of regular soldiers were provided with a smile." Many of AlisherNavoi's views on trade have not lost their relevance.

REFERENCES:

1. Law of the Republic of Uzbekistan "On Education". - Tashkent, September 23, 2020.
2. Decree of the President of the Republic of Uzbekistan Sh.M.Mirziyoev on "Strategy of actions" on five priority areas for further development of the Republic of Uzbekistan in 2017-21, Annex 1.-T.: Uzbekistan, 2017.
3. Mirziyoev Sh.M We will resolutely continue our path of national development and raise it to a new level. - T.: Uzbekistan, NMIU, 2017. 592-b.
4. Karimov IA High spirituality is an invincible force. –T.:Manaviyat, 2008.
5. Abu Ali ibn Sino. Wisdoms. - Tashkent, Uzbekistan, 2006. - 24 p.
6. Abu Nasir Farooqi. City of noble people. – T.: A.Qodiriy, 1993. - 223 p.
7. Abdulla Avloni. Turkish gulistan – or morality. – Tashkent, Uzbekistan, 2002. – 160 p.
8. Jonimatova X. Abu Ali ibn Sina on education. - Tashkent, Uzbekistan, 1997. - 97 p.
9. Kaykovus. Nightmare. – Tashkent, Teacher, 2011. - 185 p.

- 10.** Umarova X.A. Requirements for the economic literacy of primary school teachers in the process of entrepreneurship, thrift and economic education. -T.: UzPFITI. 2014 y.
- 11.** Khudoyqulov X.J. Oriental thinkers on the ethics of economics. Tashkent, Navruz. 2005. - 110 b.
- 12.** Khudoykulov X.J. The pride of Uzbeks in his manners. Tashkent. 2007.150 b.
- 13.** Khudoykulov X.J Market etiquette is a mirror of our national values. –T.: Navruz. 2011 y.
- 14.** Hasanbaev J. and others. Theory of economic education. Tashkent.: TDIU: -2006, -175 p.



DOI: **10.5958/2249-7137.2021.01855.3**

YOUNG PSYCHOLOGICAL FACTORS OF ACTUALIZATION OF CREATIVITY IN STUDENTS OF SMALL SCHOOL AGE

Odiljonova Aziza Abdusakimovna*

*Doctoral student of the Department of General Psychology,
Andijan, UZBEKISTAN
Email id: odiljonova89@list.ru

ABSTRACT

The article reflects the young psychological factors of actualization of creativity in students of small school age. The components of intellectual activity aimed at successful exercise and the formation of a creative personality, the mastery of something completely new, are listed. The experience of solving the tasks set to determine the psychological and pedagogical conditions for the development of creativity in children of primary school age in the process of learning activities is described. The research of scientists who conducted research on young psychological factors of actualization of creativity in students of small school age is highlighted. Conclusions and recommendations on the topic are given.

KEYWORDS: Creativity, Flexibility, Genotype, Age Dynamics, Typology Of Individual Characteristics, Environmental Factors, Intellectual Potential, Social Stereotype, Motivation, Logical Ability, Analysis, Abstraction, General Feature Inference, Ability To Prove, Intellectual-Heuristic, Intuition, Hypothesis Ability.

INTRODUCTION

Many current studies show that a person is able to form and develop a healthy person, to educate him properly, as well as to have a mental, creative potential, healthy behavior, to build his life on the basis of noble and healthy ideas and ideologies. demonstrates that it can serve the development of its people, nation, society and state. In addition, in the context of the development of science and technology in the world today, special attention is paid to the level of development of creative, logical, pragmatic abilities of students at all stages of continuing education, including the effectiveness and quality of general secondary education.

Materials:

The identification of the student as the main driving force in the learning process, the implementation of problems in the development of creativity in the individual requires the development of psychological knowledge, the purpose of which is not to accumulate knowledge and skills, but to constantly enrich the creative experience and form a self-organization mechanism.

The main purpose of the educational process is to eliminate the alienation of the student from the environment and to allow him to actively learn. Only intellectual self-development skills can be formed in a child in the process of independent activity. When they go to school, children need to learn the creative environment, the search for new things.

Creating such an atmosphere is very difficult, but necessary. Different concepts can be seen in the literature: informational, psychological, cognitive, pedagogical relationship environment. Due to the balanced functions of the teacher and the student, favorable conditions are created for the creative development of the child.

There are three components of intellectual activity aimed at successful exercise and the formation of a creative personality, the mastery of something completely new:

- 1) a high degree of formation of primary cognitive processes;
- 2) high level of active thinking;
- 3) high level of organization and focus of cognitive processes.

This can be achieved through an internal action plan: planning, analysis, reflection.

The teacher, educator should guide the child's development in the following areas.

- a) the child learns, perceives and masters the environment;
- b) the child is exposed to the environment;
- c) develops the child's ability to direct and self-manage, in which an individual approach to events, the environment, behavior is formed, and knowledge is directed in practice. In this case, the teacher must develop a culture of knowledge using broad knowledge, because the development of personality leads to independence, free thinking.

The teacher must carefully master the model of productive knowledge and implement it in their activities, which can then be the basis for developing the creative potential of the student. In this case, the teacher must master each link, the content and significance of the model, because the following algorithm must be followed:

- a) knowledge - acquaintance with the idea, problem;
- b) perception - comparing innovation with your own experience, processing information;
- c) assimilation - comparing one's own experience with the experience of others, establishing causal relationships, taking into account the desire to improve existing means, methods, existing things;
- d) exposure - the choice of means, new methods of action, implementation, comparison of the results of personal influence.

It is very important for the teacher to master the student's skills to put such conditions in place so that he or she can always make decisions independently. The focus of teachers should not be on the average student, but on seeing each student as a unique individual. Education should be directed to the student who is consciously engaged in all cognitive methods.

A number of researchers have concluded that students achieve higher results because they have a creative ability and think differently from accepted or traditional ideas. Everyone's idea of creativity is that people who aren't creative in certain situations are more likely to suddenly show creativity.

Personal characteristics associated with creativity include intellectual and artistic ability, breadth of interest, dominance of complexity, strength, passion for work and interest in achieving high results (motive for success), independence of judgment, autonomy, self-confidence, tolerance of uncertainty, willingness to solve. Some of these qualities include conflict, creative self-image, new experiences and openness to new ideas.

In the process of learning activities, an experiment was conducted to solve the tasks set to determine the psychological and pedagogical conditions for the development of creativity in children of primary school age, in which children of primary school age participated.

Methods:

The total number of participants in the psychological experiment was 180 people, who were divided into two groups: classes 3A and 4B, each consisting of 90 people. Class 3A - experimental group, 4B - control group. The experiment consisted of three stages:

Stage 1 - Detection - Initial diagnosis of the level of creative development in the experimental and control classes.

Stage 2 - testing - shaping special techniques aimed at developing creativity in young school-age children.

Stage 3 - control - final diagnosis of the level of creative development in experimental and control classes, analysis of the results.

Increasing the cognitive activity of students in many ways helps to perform creative tasks, creative activities. The creative activity of small school students is mainly based on the problems solved by society.

A system of creative tasks is a set of interconnected creative tasks aimed at knowing, constructing, modifying, using objects, situations, events, developing creative abilities, and hierarchically constructed creation.

The system of creative tasks includes targeted, informative, active and effective components.

It is possible to highlight the following requirements for creative tasks:

- openness (problematic situation or the content of the conflict);
- Conformity of conditions to the chosen methods of creation;
- taking into account the current development zone;
- taking into account the nearest development zone;

- Carrying out activities taking into account the age characteristics of students.

Creative tasks differ in the following parameters:

- the complexity of the problematic situations in them,
- the complexity of mental operations required to solve them;
- forms of expression of contradictions (overt, covert).

The success of a small school student in learning depends in large part on how he or she acts in his or her mind, plans his or her own actions, and creates his or her own program. The student has a great ability to master the characteristics of the behavior and actions of others.

Results:

Creative-minded students easily cope with uncertainty, disparities, and cope well with uncertain tasks. Pictures and other works by creative thinking students are characterized by a high degree of originality, cheerfulness and independence. However, for teachers and classmates, their ideas often seem unnatural. For example: Primary school students were offered a variety of creative games and puzzles. The children had to complete tasks in the game and come up with new ideas. One in five in each group consisted of a creative-minded child. Although 70% of the ideas were put forward by a creative-minded child, the rest of the group almost completely ignored their contribution to the team's outcomes of the work.

According to our observations, creative students exhibit uncompromising, conflicted, high emotionality. They solve internal problems independently. Ordinary-minded high school students do not show high emotionality and do not approve. While answering questions about their future careers, the creative-minded students talked about the creative nature of cocktails, the pursuit of high achievement, and engaging in unconventional activities. They want to contribute to social development, create new things, dominate the minds of the people and gain power

Based on the above considerations, it can be concluded that today in the educational process it is a requirement of the time to pay special attention to the development of students' creative thinking in the formation of comprehensive development consciousness and behavior.

The study of the main factors of the development of creativity, the problem of the development of creativity is one of the topics that is intensively studied and frequently discussed. As a public institution dedicated to the professional solution of development problems, the following issues are important for society, especially for education:

- The level of creativity is determined by genotype;
- to what extent creativity should be developed under the influence of environmental factors;
- What are the age dynamics of creativity;
- Are there individual features of the development of creativity and what is their typology;
- Which of the environmental factors is the most effective in terms of developing creativity;
- how learning affects creative development.

Creativity is understood as a process that continues throughout an individual's life. Of course, this is a product of biological and socio-cultural determinants, involving consistent, progressive,

irreversible quantitative and qualitative changes in the psyche. In this case, of course, there are moments of regression.

DISCUSSION:

The problem of the effect of genotype on the development of creativity is an independent study that has been studied specifically in many psychogenetic studies (S.D.Biryukov, E.L.Grigorenko, B.I.Kochubei, R.Nichols and others). The results of the study show that the contribution of genotype in determining individual differences in the level of development of divergent thinking is relatively small. According to R. Nichols, when summarizing the results of 10 twin studies on the diagnosis of divergent thinking, the average correlation between monozygotic twins was 0.61, and between dizygotic twins was 0.50. In their research S.D.Biryukov, V.N.Drujinin, E.L.Grigorenko, B.I.Kochubei and others achieved similar results. Thus, the hypothesis of inheriting individual differences in creativity at a high level was confirmed to be incorrect.

In the group of environmental factors, researchers have traditionally focused on the social micro-environment. First of all, the impact of family relationships. According to EG Aliyeva, most experts identify the following parameters in the analysis of family relationships:

1. Harmonious and incompatible relationships between parents as well as parents and children.
2. As a creative and non-creative personal role model and subject of identification of the parent.
3. The generality or absence of the intellectual interests of family members.
4. Parental attitudes toward the child: expectation of success or independence [1,17].

The data obtained often turned out to be contradictory. For example, V.N. Drujinin argues that if all children have the same requirements in the regulation of behavior in the family, there is a harmonious relationship between family members, which leads to a low level of creativity in children. D.Manfield, R.Albert, M.Runko found a positive correlation between inconsistent, emotional relationships in the family, psychotic parents and high creativity of children. R. Sternberg, on the contrary, points out the need for a harmonious relationship to develop creativity.

In this regard, V.N.Drujinin hypothesizes that a wide range of permissible behaviors (including emotional), less specific requirements do not contribute to the early formation of strict social stereotypes and contribute to the development of creativity. Thus, a creative person appears to be psychologically unstable. The demands for success through obedience do not contribute to independence and consequently creativity.

These facts and considerations, the results of the analysis of the biographies of well-known artists, complement them with data obtained on the basis of experience. K. Berry conducted a comparative study of the characteristics of the family upbringing of Nobel Laureates in science and literature.

The researcher notes that almost all the laureates come from families of intellectuals and businessmen, among whom there are almost no representatives of the lower strata of society. Most of them were born and raised in large cities (capitals and megacities). From the point of view we have considered, it is particularly interesting that the situation in the families of laureate scholars is more stable than that of the families of laureate writers.

The laureates, the scientists said in their interviews that they had a happy childhood, they started an early scientific career, which as a rule continued without significant interruptions. But history knows other examples, the vast majority of people who achieved great success in science during childhood and adolescence experienced many losses and shocks (I. Kepler, I. Newton, M. Faraday, D.I. Mendeleev and others). Perhaps this should be seen as an exception to the rule, because for many well-known scholars today, K. Berry's research shows that this is uncharacteristic. On the contrary, tragic events in the lives of Nobel Prize-winning writers are commonplace. Among the laureate writers, K. Berry accounted for up to 30% of those who lost one of their parents in childhood or survived a family breakdown. V.N. Druzhinin writes on this subject: "Perhaps the wound associated with the loss of loved ones in childhood is an incurable wound, which, through his personal drama, reveals to the writer the drama of the existence of the so-called man."

Thus, we can conclude that a stable and peaceful environment in families often contributes to the development of talents that manifest themselves in the scientific field. Such a development of events is very suitable for those who demonstrate creativity in the practical field (politics, management, entrepreneurship, military affairs, etc.).

Throughout our study, as a psychological factor of creativity, we also focused on the study of the existence of a certain sensitive period for its formation. In particular, we explain this view with the following scientific conclusion observed in many studies. That is, the scientific interest in the problem of formation and development of creativity is growing every year, as it has been scientifically proven that the level of development of preschool and primary school children is much higher than that of later age groups.

It is known that due to the optimal combination of conditions for the development of certain mental characteristics and processes, there are periods when a person is really prone to certain influences and becomes sensitive to certain aspects of reality. Such periods are commonly referred to as sensitive. Thus, all age-related maturity can be described as a specific sequence of sensitive periods that reveal human developmental potential [2,83].

In the course of our study, we also reviewed studies that have conducted studies on young psychological factors of creativity actualization in small school-age students. In particular, based on data from the research of researcher L.M.Terman [3,41], conclusions were drawn about the strongest influence of heredity and the first 10 years of life on the formation of creativity. As J. Freeman points out, these are the conditions that predetermine success in adult life.

As V. Sinelnikov points out, the research conducted by different authors using test methods based on quantitative comparisons of students' standard thinking and creative thinking shows the contradiction of information about the time when creativity occurs in children. About 5 years after the emergence of P. Torrens creative thinking, T. Kovacs - 4 years, E.. Andrius - tied for 3, 5 years [4,560]. L.S. Vygotsky connects the emergence of creative processes with early childhood. [5,96].

D.B. Elkonin [6, 249] links the emergence of the need for a child to act like an adult, the "adult equality," to the age of three. There are attempts to mimic the actions of adults from the 2nd to the 4th year of life. According to V.N. Druzhinin, it was during this period that, "... the child is most sensitive to the development of creative abilities through imitation." According to Druzhini, 3-5 years old is most sensitive to the development of creative abilities because the child is ready

to socialize (master speech) but not yet socialized. The author writes: "The world is still mysterious and problematic for the child. Then the problematic nature of the world will be recognized only by the creators." This age, in Drujinin's view, is the most sensitive because "the main condition for the formation of creativity and its manifestation in everyday life is the formation of creative motivation in the individual" and the optimal period of its formation is from 3.5 to 4 years.

In the research of A.N.Leontev, A.R.Luria, D.B.Elkonin and others, 3-4 years is emphasized, because the preschooler is characterized by a shift to focus on the subject, so it is necessary to look for a new way of interacting with reality. There is awareness not only of the fact of using the new method, but also of the beginning of building and using it independently and consciously.

In the research of NV Khazratova, especially at the age of 3-5 years, it is distinguished, because given the possibility of formation of creativity as a general personal character, it is possible to increase the motivational-personal indicator of creativity in 3-year-old subjects identified growth, and five-year plans are an effective indicator of creativity.

V.I. Tyutyunnik [7,273] shows that the need for creative activity arises from the age of at least 5 years, and that this development depends mainly on the nature of relationships with adults.

EA Korsunsky, analyzing the observations of the development of talent throughout life, notes the following laws:

- 1) the first demonstrations of creative abilities from about 5 years of age;
- 2) the stage of transition from simple creation to "adult" by imitating creative models, along with the loss of creative elements (novelty, originality) - from 8 to 15 years;
- 3) overcoming the stage of primary imitation (creative elements reappear) - 16-17 years.

The author emphasizes that it is impossible to compensate for the imagination that manifests itself in later childhood (3-5 years), as this is the basis of secondary creativity.

The second sensitive period in the development of creativity, according to P. Torrens, took into account the small school age, i.e. 12–13 years.

VN Drujinin [2, 93] believes that creativity goes through at least two stages:

1. "Primary" creativity as a general creative ability - 3-5 years sensitive period. It is based on imitation of important adults as a creative model. The author believes that this may be a key mechanism for shaping creativity.
2. "Specialized" creativity, which is formed on the basis of "general" - the time of formation is about 13-20 years. It is based on professional example, support from family and relatives. He argues that the second stage ends with the denial of his imitation production.

Another study by S. Conducted by McKates, he based his research on describing the composition of imaginary images. By studying the types of active imagination, he identified three periods in a row: 3–6 years, 7–12 years, 13–18 years, which are characterized by changes in the construction and content of imaginary images [8, 232].

Concluding the discussion on the impact of developmental opportunities on the development of individual creativity, it should be noted that “action and self-action in development are not instantaneous”: actualization is “accomplished through successive accumulated achievements” [8, 232].

Thus, the solution to the problem of developing students' creative potential includes the development, implementation of specific creative programs, technologies and methods, and also the age factors of creativity in particular.

CONCLUSION:

The application of a set of methods, content-analyzes, questionnaires, tests and additional methods dedicated to the study of the problem of studying the psychological aspects of the formation of creative features in primary school students allowed to reveal the practical tasks of the study.

It was noted that the psychological aspects of the formation of creativity in primary school students, taken to the next stages of research on the basis of scientific literature and empirical research, each has its own dynamics and outcome, and forms a separate style. This method, in turn, naturally plays an important role in the formation of creative traits in young school-age students in the field of psychology, which is a very problematic issue.

The process of scientifically correct study of the psychological aspects of the formation of knowledge, skills and competencies in the formation of knowledge, skills and abilities in students of primary school age, the formation of their creative thinking in logical thinking. scientifically substantiated that it could allow the development of a range of practical measures.

Motivation, intellectual and logical ability, analysis, abstraction, general feature inference, proof, intellectual-heuristic, intuition, ability to hypothesize, imagination, ability to make new connections between components of a task, to see contradictions and problems, showed that knowledge, the ability to transfer skills to a new situation, critical thinking, aesthetic qualities, communicative ability, etc. are the main and priority indicators of the creative qualities of young school-age students.

Our research shows that creative learning methods designed for small school-age students help them develop different types of creativity by performing non-standard tasks in them.

Our research shows that overcoming factors that hinder the expression of creativity, such as unjustified adherence to habits and traditions, as well as promoting creativity, can turn almost any student into a creative person.

The creativity and success of a small school student in learning knowledge depends in many ways on how he acts in his mind, plans his actions, creates his own program. The student has a great ability to master the characteristics of the behavior and actions of others.

Many studies suggest that the formation of creativity in primary school students should take into account such requirements as "openness", "conformity of conditions to the chosen creative methods", "taking into account the current development zone", "taking into account the closest development zone" and "taking into account the age of students". showed.

Our observations have shown that creative-minded students are more likely to cope with uncertainty, inequalities, and to cope better with uncertain tasks.

The clear demonstration of such aspects as intolerance, conflict, high emotionality in creative students during our studies has scientifically substantiated their strong need to solve their internal problems independently.

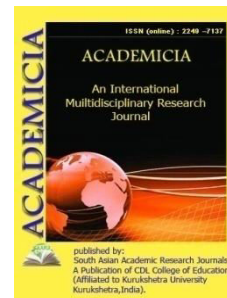
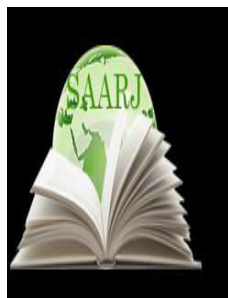
He showed that the formation of creative traits in young school-age students depends on both subjective and objective environments, including the scientific conclusion that a stable and peaceful environment in families often helps to develop talents that manifest themselves in the scientific field.

The scientific findings of many studies show that as the likelihood of creativity disappears due to increased intellectual activity in the early school age, this is the result of a decrease in the unconscious role in regulating behavior and an increase in criticality and rationality in the student mind.

Many studies show that the nature of creativity does not disappear at all, but goes underground for a certain period of time, the cause of this phenomenon is the influence of the social environment, i.e., non-creative patterns of behavior that occur with the onset of the learning process. the point is that patterns and stereotypes of thinking and behavior are associated with mastery and accumulation, overcoming them, and that the decline in creativity at a young school age is related to a change in the structure, the content of the phenomenon, rather than the social environment.

LITERATURES:

1. Alieva E.G. Creative giftedness and the conditions for its development // Psychological analysis of educational activity. - M.: IP RAS, 1991. -- S. 7-17.
2. Druzhinin V.N., Khazratova N.V. Experimental study of the formative influence of the environment on creativity // Psikhologicheskii zhurnal.-1994. -TL5, No. 4. - S. 83-93.
3. Terman L.M. Genetic Studies of Genius. Stanford. 1925-1926. Vols. 1-4. CA.
4. Goleman D. Emotional intelligence. Why it can mean more than IQ - M.: "Mann, Ivanov and Ferber", 2013. - P. 560.
5. Vygotsky L.S. Imagination and creativity in childhood. - SPb.: SOYUZ, 1997. --- 96 p.
6. Diagnostics of educational activity and intellectual development of children / Ed. D.B. Elkonin, L.A. Venger. - M., 1981.
7. Tyutyunnik V.I. The initial stage of ontogenesis of the subject of creative labor: abstract of doctoral dissertation. - M.: Moscow State University, 1994.
8. M.R.Makkeyb. The associative basis of the creative process //Psychol. review., 1969, №2 - P 220 – 232.



DOI: **10.5958/2249-7137.2021.01856.5**

COMPARATIVE EVALUATION OF THE RESULTS OF THE APPLICATION OF GALLERY ORPTION IN PATIENTS WITH MECHANICAL JAUNDICE MALIGNANT ETIOLOGY

Nazira Uktamovna Aripova*; Seilkhon Kuronboevich Matmuratov**;
Jasurbek Kamilzhanovich Babadzhanov***

^{1,3}Department of Faculty Surgery,
Tashkent Medical Academy,
UZBEKISTAN

ABSTRACT

To carry out a comparative analysis of the cytokine profile, apoptosis of lymphocytes, SMP, biochemical parameters of blood and the chemical composition of bile using bile absorption in patients with obstructive jaundice of malignant etiology. **Material and research methods:** In the surgical department of the Multidisciplinary Clinic of the Center for Advanced Training of Medical Personnel, the clinical base of the TMA, 41 patients with obstructive jaundice of malignant etiology at the age of 33 to 84 years were examined (62.7 ± 2.1). Of these, 26 (63.4%) are men and 15 (36.6%) are women. All patients were divided into 2 groups: main and control. The main group consisted of 27 patients, and the control group 14. All patients, regardless of the localization of the tumor process, underwent PTCG with PTCS. The main group of patients after PChS used bile absorption. After that, we made a comparative assessment of the results. **Results** A comparative assessment of the results of the study of bile and blood in patients of the control and main groups showed that the use of bile absorption led to an improvement in the chemical composition of bile, a decrease in endogenous intoxication in blood serum and bile, and restoration of the functional state of the liver. The patients of the main group showed more distinct positive changes, i.e. the activity of ALT and AST decreased over a shorter period of treatment than in the control group. The concentration of bilirubin in bile on the 14th day decreased by 1.3 times (to 47.6 ± 5.0 in the main group and to 92.16 ± 7.7 in the control) ($t = 4.85$, $p < 0.05$) ... The content of IL-6 in blood and bile in patients of the control and study groups changed comparable to TNF- α . In patients of the main group, this indicator in the blood decreased by 75.7%, and in the control group - by 64.4% from the initial level. The concentration

of SMP on the 14th day, as well as TNF- α , after the use of bile absorption in patients of the main group decreased by 1.2 in bile and 1.4 times in blood. **Conclusions** The restoration of the synthesis of fatty acids in the liver from cholesterol led to an increase in the concentration of fatty acids in bile and a decrease in the concentration of cholesterol after 8 days of CCS. But until the end, the patients of this group did not receive the desired effect from the therapeutic measures. This prompted us to search for new methods of treatment and detoxification methods in breast cancer patients with severe endogenous intoxication.

KEYWORDS: Tumors Of The Biliopancreatoduodenal Zone, Obstructive Jaundice, Endotoxemia, Percutaneous Transhepaticcholangiostomy, EMS, TNF-A, Interleukin-6, Bile Absorption.

INTRODUCTIONS

Obstructive jaundice (MJ) is one of the most severe complications of diseases of the biliary system. Clinical manifestations and morph functional changes in the liver with breast cancer depend on the degree and duration of violations of the patency of the main biliary tract [1,2,4,5,7,9].

Timely diagnosis of the genesis and treatment of breast remains an urgent problem to this day. This is due to an increase in the number of patients with breast complications and a high level of postoperative mortality, from 7.2 to 45% [3,6,8,10,12,15].

Malignant neoplasms are most often the cause of breast in diseases of the organs of the biliopancreatoduodenal zone (BPDZ) [13, 14].

Target. To carry out a comparative analysis of the cytokine profile, apoptosis of lymphocytes, SMP, biochemical parameters of blood and the chemical composition of bile using bile absorption in patients with obstructive jaundice of malignant etiology.

Material and research methods

In the surgical department of the Multidisciplinary Clinic of the Center for Advanced Training of Medical Personnel, the clinical base of the TMA, 41 patients with obstructive jaundice of malignant etiology at the age of 33 to 84 years were examined (62.7 ± 2.1). Of these, 26 (63.4%) are men and 15 (36.6%) are women. All patients were divided into 2 groups: main and control. The main group consisted of 27 patients, and the control group 14. All patients, regardless of the localization of the tumor process, underwent PTCG with PTCS. The main group of patients after PChS used bile absorption. After that, we made a comparative assessment of the results.

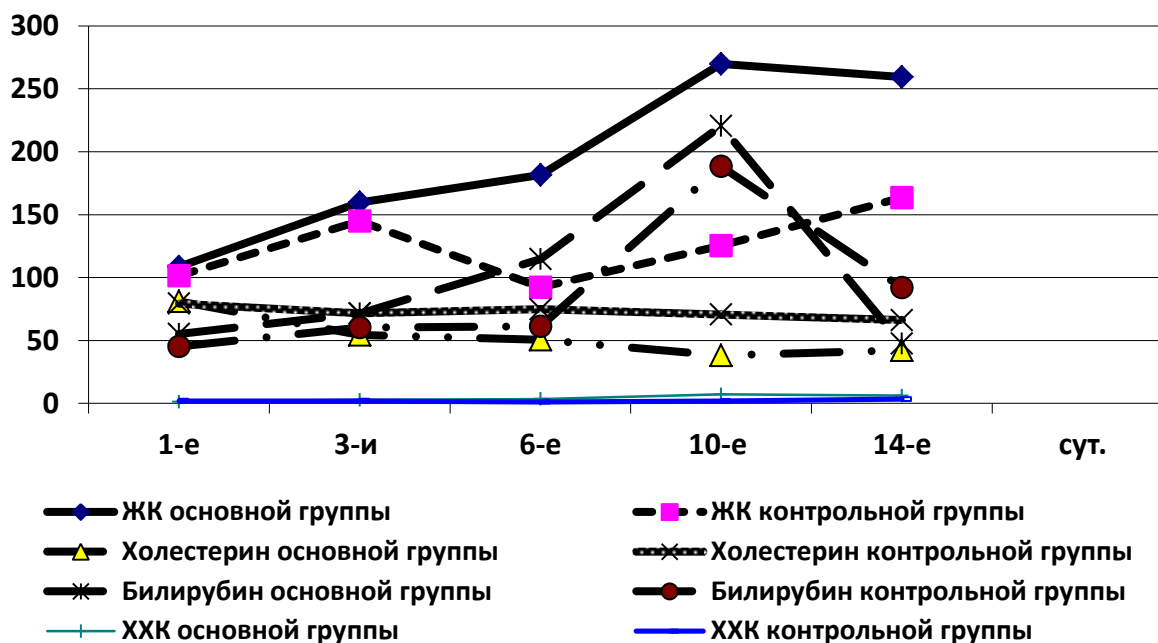
The level of IL-6 and TNF- α in blood serum and bile was determined by the enzyme immunoassay (a set produced by Vector-Best, Novosibirsk, Russia).

The concentration of cholesterol, bilirubin, and fatty acids was determined in patients, and the CCC and IL of bile were calculated by the Metzger method [42].

Results. A comparative assessment of the results of the study of bile and blood in patients of the control and main groups showed that the use of bile absorption led to an improvement in the chemical composition of bile, a decrease in endogenous intoxication in blood serum and bile, and restoration of the functional state of the liver.

The patients of the main group showed more distinct positive changes, i.e. the activity of ALT and AST decreased over a shorter period of treatment than in the control group.

The composition of bile after bile absorption was characterized by a gradual increase in the level of FA, CCA and a decrease in the content of bilirubin and cholesterol, especially after 6 days of observation. The maximum came on the 14th day (Fig. 1).



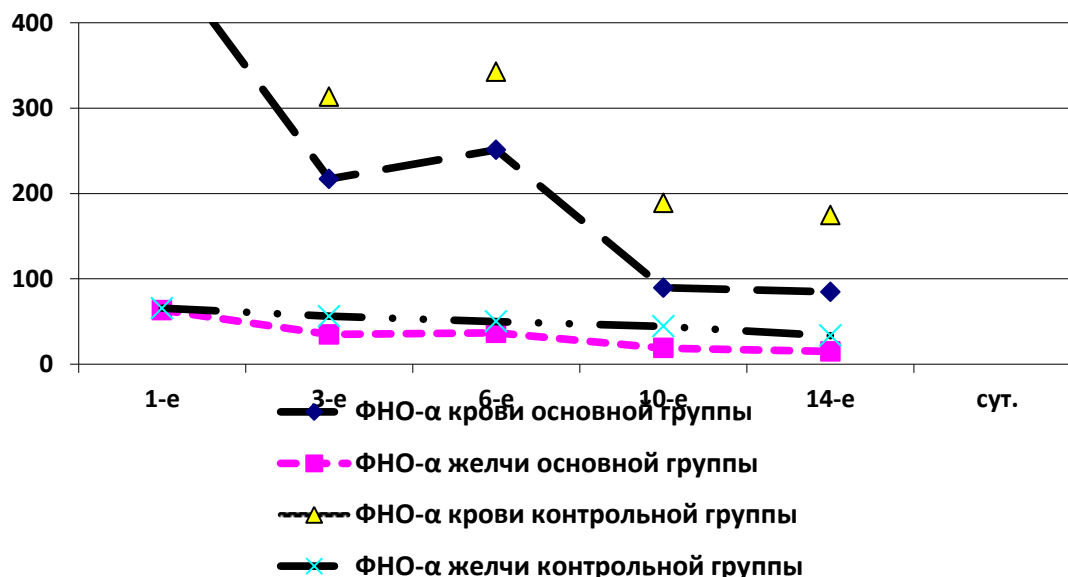
Rice. 1. Indicators of the biochemical composition of bile in patients of the main and control groups

At the same time, the level of fatty acids upon admission was 108.6 ± 17.5 in the patients of the main group and 101.46 ± 19.4 in the control group. On the 14th day, these indicators were 259.3 ± 17.8 ($t = 6.04$, $p < 0.05$) and 163.6 ± 21.8 ($t = 2.13$, $p < 0.05$), respectively. At the same time, the level of fatty acids in patients of the main group on the 14th day after the use of bile absorption increased 1.6 times ($t = 3.4$, $p < 0.05$).

The concentration of bilirubin in bile on the 14th day decreased by 1.3 times (to 47.6 ± 5.0 in the main group and to 92.16 ± 7.7 in the control) ($t = 4.85$, $p < 0.05$) ...

On the 14th day of bile absorption, the concentration of cholesterol in bile in patients of the main group decreased to 53.5%, and in the control group to 17.1%.

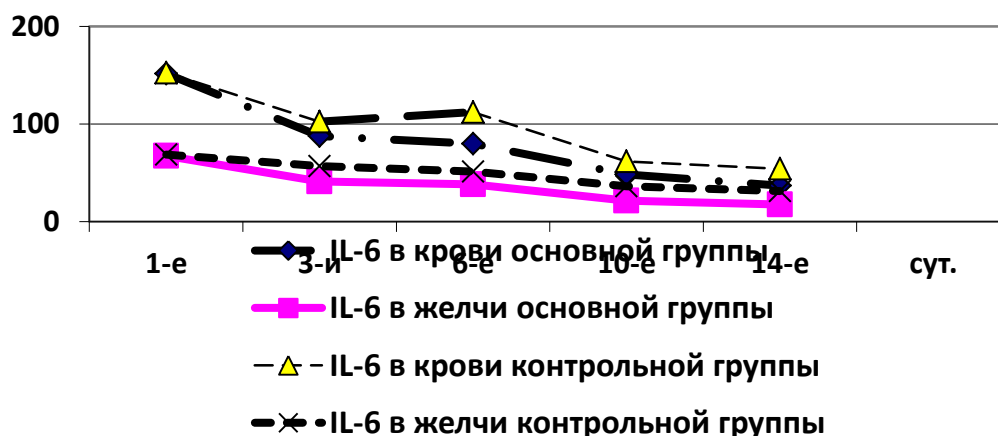
The concentration of $\text{TNF-}\alpha$ changed in direct proportion to its concentration in the blood, i.e. a parallel decrease in this indicator was observed both in the blood and in the bile. Studying the correlation relationship according to Pearson showed that the relationship between the concentration of blood and bile is pronounced ($r = 0.87$ in the control group and $r = 0.91$ in the main group) (Fig. 2).



Rice. 2. The level of TNF- α in blood and bile in patients of the main and control groups

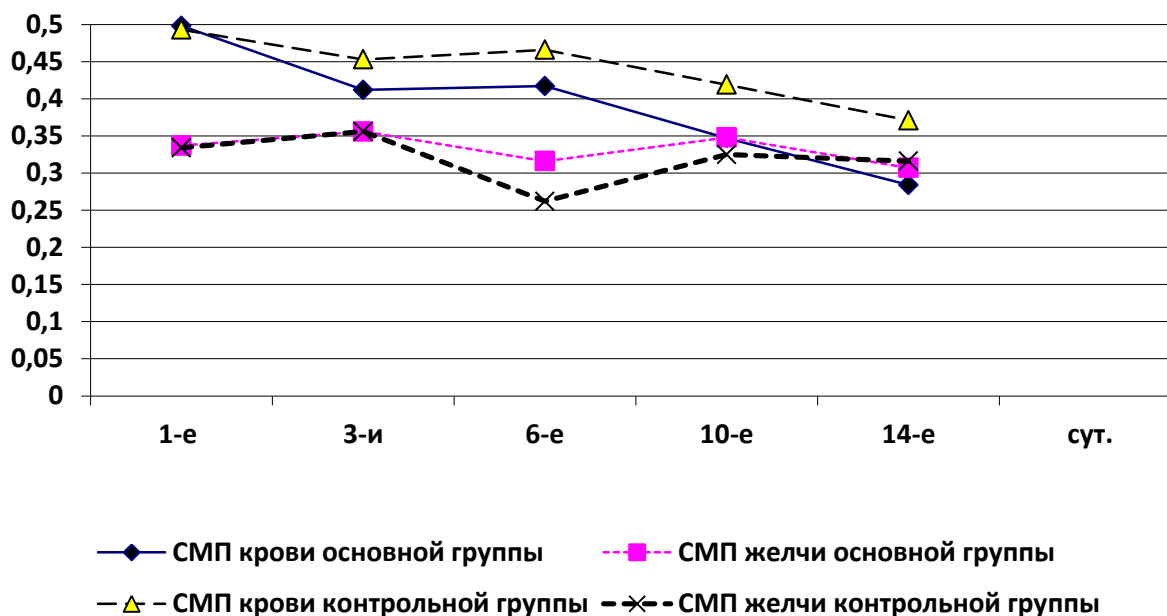
On the 14th day, the concentration of TNF- α in blood and bile in patients of the control group decreased by 62.6 and 49.1%, respectively, from the initial level (initially 467.43 ± 12.3 in the blood and 65.49 ± 5.44 in bile) ($t = 5.87$, $p < 0.05$ for blood and $t = 0.83$, $p < 0.05$ for bile). These indicators in patients of the main group on the 14th day decreased by 82.4% (initially 481.34 ± 14.61 in blood and 63.11 ± 4.56 in bile) in blood and by 76.5% in bile ($t = 5.87$, $p < 0.05$ for blood and $t = 0.83$, $p < 0.05$ for bile).

The content of IL-6 in blood and bile in patients of the control and study groups changed comparable to TNF- α . In patients of the main group, this indicator in the blood decreased by 75.7%, and in the control group - by 64.4% from the initial level. In bile on the 14th day, the level of IL-6 in patients of the main group decreased by 73.9%, and in the control group - by 54.3% (Fig. 3).



Rice. 3. The level of IL-6 in blood and bile in patients of the study and control groups

The concentration of SMP on the 14th day, as well as $\text{TNF-}\alpha$, after the application of bile absorption in patients of the main group decreased by 1.2 in bile and 1.4 times in blood (Fig. 4).



Rice. 4. The content of medium-molecular peptides of blood and bile in patients of the main and control groups

Bile absorption in patients promoted a faster recovery of the metabolism of trace elements (i.e., calcium and phosphorus) during external drainage of the bile ducts in patients with BPDZ tumors than in the control group. When the enterohepatic circulation of calcium ions was restored in patients of the main group, an improvement in the bile-forming function of the liver was noted, i.e. more fatty acids were excreted with bile than in the control group. Changes in calcium metabolism also affect phosphorus metabolism, similar changes were observed in phosphorus metabolism. In patients of the main group, the metabolism of this trace element improved faster than in the control group.

A comparative study of the results of surgical interventions in patients from the control and main groups showed that in the main group, when using bile absorption, there was a more distinct improvement in biochemical parameters, a decrease in indicators of endogenous intoxication than in the control group. The chemical composition of bile was characterized by a more significant increase in the concentration of bile acids and a decrease in the level of bilirubin and cholesterol, which confirms the restoration of the functional state of the liver.

CONCLUSIONS

The study of the indices of the composition of bile and endotoxemia in patients with obstructive jaundice of tumor genesis with ChCHS showed that their concentration in bile changes in direct proportion to their concentration in the blood. By the concentration of endotoxemia indicators in bile, one can indirectly judge their concentration in the blood.

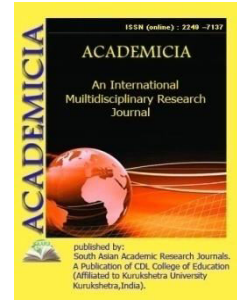
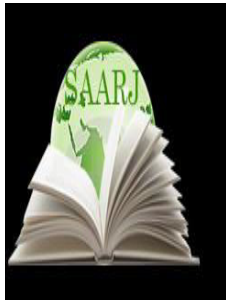
The use of a domestic sorbent for bile absorption helps to reduce the concentration of toxic and ballast substances in bile, with oral administration of purified bile, the intake of toxic substances

and their absorption into the portal blood decreases, which leads to a decrease in the concentration of endotoxemia indicators in the blood.

REFERENCES:

1. Galperin EI, Kotovsky AE, Momunova ON. The optimal level of bilirubinemia before surgery in patients with obstructive jaundice of tumor etiology. *Annals of Surgical Hepatology*. 2011; 16 (1): 45–52.
2. Okhotnikov O.I., Grigoriev S.N., Yakovleva M.V. Experience of 100 successful antegradetranshepatic contact choledocholithotripsies in the treatment of endoscopically difficult choledocholithiasis. *Diagnostic and Interventional Radiology*. 2011; 5 (1): 67–73.
3. Bekbaev S.A., Glebov K.G., Kotovsky A.E., Soldatov E.A. The role of nasobiliary drainage in the treatment of liver failure in patients with obstructive jaundice. *Endoscopic surgery*. 2013; 19 (4): 27–31.
4. Percutaneous interventions in abdominal surgery. Ed. Kuleznevoy Yu.V. M.: GEOTAR-Media, 2016. 192 p.
5. Okhotnikov O.I., Yakovleva M.V., Grigoriev S.N. Transhepatic cholangiostomy with non-dilated bile ducts. *Annals of Surgical Hepatology*. 2015; 20 (1): 84–90. <http://doi.org/10.16931/1995-5464.2015184-89>.
6. Zhang Y.G., Li T.W., Peng W.J., Li G.D., He X.H., Xu L.C. Clinical outcomes and prediction of survival following percutaneous biliary drainage for malignant obstructive jaundice. *Oncology Letters*. 2014; 7 (4): 1185–1190.
7. Jaganmohan S., Lee J.H. Self-expandable metal stents in malignant biliary obstruction. *Expert. Rev. Gastroenterol. Hepatol*. 2012; 6 (1): 105–114. doi: 10.1586/egh.11.95.
8. Choi J.M., Kim J.H., Kim S.S., Yu J.H., Hwang J.C., Yoo B.M., Park S.H., Kim H.G., Lee D.K., Ko K.H., Yoo K.S., Park do H. A comparative study on the efficacy of covered metal stent and plastic stent in unresectable malignant biliary obstruction. *Clin. Endosc.* 2012; 45 (1): 78–83. doi: 10.5946/ce.2012.45.1.78.
9. Saleem A., Leggett C.L., Murad M.H., Baron T.H. Metaanalysis of randomized trials comparing the patency of covered and uncovered self-expandable metal stents for palliation of distal malignant bile duct obstruction. *Gastrointest. Endosc.* 2011; 74 (2): 321–327. doi: 10.1016/j.gie.2011.03.1249.
10. Samie A.A., Dette S., Vöhringer U., Stumpf M., Kopischke K., Theilmann L. Fully covered self-expandable metal stents for treatment of malignant and benign biliary strictures. *World J. Gastrointest. Endosc.* 2012; 4 (9): 405–408.
11. Fang Y., Gurusamy K.S., Wang Q., Davidson B.R., Lin H., Xie X., Wang C. Pre-operative biliary drainage for obstructive jaundice. *Cochrane Database Syst Rev*. 2012; 12 (9): CD005444. doi: 10.1002/14651858.CD005444.pub3.
12. Atar E., Neiman C., Ram E., Almog M., Gadiel I., Belenky A. Percutaneous trans-papillary elimination of common bile duct stones using an existing gallbladder drain for access. *Isr. Med. Assoc. J.* 2012; 14 (6): 354–358.

13. Okuno M., Iwashita T., Yasuda I., Mabuchi M., Uemura S., Nakashima M., Doi S., Adachi S., Mukai T., Moriwaki H. Percutaneous transgallbladder rendezvous for enteroscopic management of choledocholithiasis in patients with surgically altered anatomy. *Scand. J. Gastroenterol.* 2013; 48 (8): 974–978. doi: 10.3109/00365521.2013.805812.
14. Bonnel D.H., Fingarhut A.L. Percutaneous transhepatic dilatation of benign bilioenteric strictures: Long-Term results in 110 patients. *Am. J. Surg.* 2012; 203 (6): 675–683. doi: 10.1016/j.amjsurg.2012.02.001.
15. Weber A., Zellner S., Wagenpfell S., Schneider J., Gerngross C., Baur D.M., Neu B., Bajboi M., von Delius S., Algül H., Schmid R.H., Prinz C. Long-term follow-up after endoscopic stent therapy for benign biliary stricture. *J. Clin. Gastroenterol.* 2014; 48 (1): 88–93. doi: 10.1097/MCG.0b013e3182972eab.
16. Kucukay F., Okten R.S., Yurdakul M., Ozdemir E., Erat S., Parlak E., Disibeyaz E., Ozer I., Bostanci E.B., Olcer T., Tola M. Long-term results of percutaneous biliary balloon dilatation treatment for benign hepaticojejunostomy strictures: are repeated balloon dilatation necessary? *J. Vasc. Interv. Radiol.* 2012; 23 (10): 1347–1355, quiz 1357. doi: 10.1016/j.jvir.2012.07.004.



DOI: 10.5958/2249-7137.2021.01857.7

ALUMINUM-BASED COMPOSITION MATERIALS FOR PROCESSING ALUMINUM SCRAP

Usmonov J.M*; Shakirov Sh.M*; Ubaydullayev M.M*; Parmonov S.T*

*Tashkent State Technical University
UZBEKISTAN

ABSTRACT

The article deals with the construction of a mill for the production of aluminum-based structural powder composite materials, its processing process, the effect of the process on the granulometric composition of the powder, the composition of the powder from the mechanical properties of the powder obtained from the mill. The results of the study are presented below. A mill design was developed to extract aluminum powder from scrap. The main working body of the mill consists of two disks, the working surface of the disks is coated with a solid alloy of tungsten carbide cobalt.

KEYWORDS: *Aluminum Alloy, Primary Aluminum, Secondary Aluminum, Cast Aluminum, Rolled Aluminum, Processing, Powder Metallurgy, Construction Materials, Powder Composite Materials, Granulometric Composition, Particle Size, Particle Shape, Mechanical, Operational, Technological Properties, General, Technological Parameters, Technology Residual Porosity, Microstructure, Aluminum, Silicon, Mill, Number Of Revolutions.*

INTRODUCTION

Today, aluminum is one of the leading materials used in the national economy. Because aluminum has a number of advantages over other (steel and cast iron) construction materials in terms of operational and technological properties. Currently, 65% of aluminum-based parts are made of secondary aluminum [1]. At the same time, the use of secondary aluminum in the production of parts from aluminum consumes 95% less energy than the production of primary aluminum and causes less damage to the environment.

According to the statistics conducted by the specialists of the Department of Materials Science of Tashkent State Technical University, the total average amount of aluminum waste generated in various sectors of the country in 2018 amounted to 20 thousand tons [2]. At the same time, a significant share of aluminum-based waste falls mainly on the machine-building and automotive

industries. Because in these industries, most large-sized parts are produced from aluminum alloys, and small-sized parts from mechanical rolled aluminum. In this case, the aluminum waste (scrap) formed as a result of mechanical processing is 30-40% of the material in the case of castings, and 60 ... 65% of the material in the case of rolled products [3].

An average of 30 ... 35% of aluminum mass (in the form of slag) is lost during the re-melting process of aluminum-based waste, especially aluminum scrap and household waste (aluminum cans, lids, foils, etc.) from mechanical processing [4]. This will further increase the demand for primary aluminum production, thereby increasing energy costs and a number of environmental issues (emissions).

To prevent the development of aluminum-based parts production by reducing the amount of secondary aluminum, increasing energy consumption and harming the environment: it is necessary to use technologies that do not require recycling of aluminum waste, save energy and materials and increase production efficiency. One of the technologies that fully meets such requirements is powder metallurgy [5].

Analysis of the literature on the production of parts of different sizes and shapes by powder metallurgy shows that powder metallurgy reduces material consumption by 2 ... 3 times, energy consumption by 2 ... 2.5 times compared to the production of parts by traditional technologies, and however, it has the potential to increase the productivity of parts production by 1.5 ... 2.5 times. In addition, powder metallurgy has the ability to obtain materials that are traditional in their properties and structure, or materials that have a completely new special complex properties [3].

Production of parts in powder metallurgy methods consists of three main stages: production of powders of metals and alloys; preparation of press briquettes in the form of details by concentrating the powder in press molds; detail press briquettes include heating and, in rare cases, additional processing if necessary [5].

RESEARCH OBJECT AND METHODS

For the production of aluminum powder at GM Uzbekistan was used shavings from mechanical processing of aluminum ingots brand ADS-12, the chemical composition of which is given in Table 1 and the mechanical properties of the casting material are given in Table 2.

A mill design was developed to extract aluminum powder from scrap. The main working body of the mill consists of two disks, the working surface of the disks is coated with a solid alloy of tungsten carbide cobalt. The granulometric composition of the aluminum powder obtained by the mill was studied by sifting the powder in VP-30T laboratory sieves, and the shape and size of the particles were studied by magnifying the powder sections 100 ... 600 times under a metallographic microscope "NEOPHOT-2".

TABLE 1 CHEMICAL COMPOSITION OF ADS-12 BRAND ALUMINUM MATERIAL

Elements, % max									
Si	Fe	Cu	Mn	Mg	Ti	Zn	Ni	Sn	Pb
12	1,3	3,5	0,5	0,3	0,3	1,0	0,5	0,2	0,2

TABLE 2 MECHANICAL PROPERTIES OF ADS-12 GRADE ALUMINUM MATERIAL

Characteristics	Value
Strength limit in elongation, MPa	165
Hardness on Brinell	85
Relative elongation before interruption, %	2,5

To prepare research samples from ADS-12 brand aluminum powder, the press briquettes of the samples were first obtained by pressing the powders in press molds at different pressures, and then they were heated in a vacuum oven at different temperatures and times.

The total porosity of the prepared test specimens is determined by hydrostatic method in accordance with the requirements of GOST 25281-82 (ST SEV 2287-80), tensile strength in UIM-50 machine, hardness in Brinell method in TSh-2M device and microstructure of slits made of them in NEOPHOT-2 metallographic microscope.

RESULTS AND DISCUSSION

The shape of the aluminum powder, powder particles and particle obtained from the ADS-12 brand aluminum scrap using a mill is shown in Figure 1.

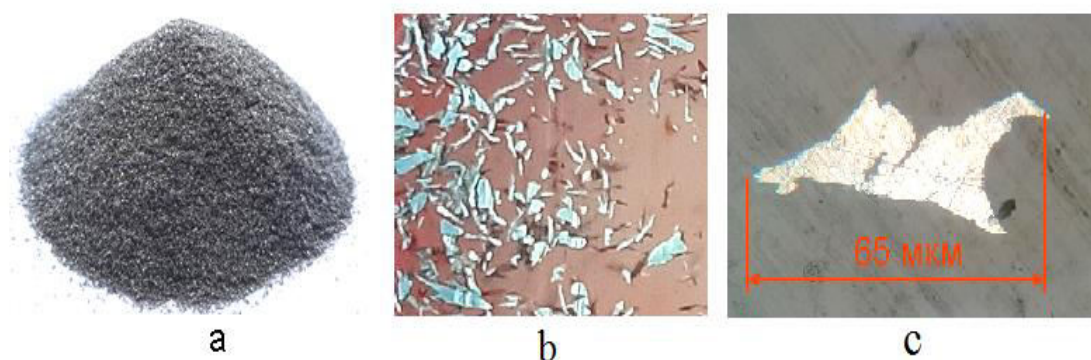


Figure 1. Aluminum powder from ADS-12 brand aluminum scrap: a - general appearance; b - particles (x250); c - particle shape (x650)

According to the results of studies on the production of aluminum powder using a mill, it was found that the granulometric composition of aluminum powder is formed depending on the number of revolutions of the rotating disk on the axis of the mill. The formation of the granulometric composition of aluminum powder depending on the number of revolutions of the rotating disk of the mill is shown graphically in Figure 2.

As the number of revolutions of the mill disk increased from 40 to 120, it was observed that the size of the particles that make up the bulk of the aluminum powder decreased from 80 μm to 22 μm . Research has shown that as the number of revolutions of a mill disk exceeds 120, the aluminum powder particles begin to partially oxidize.

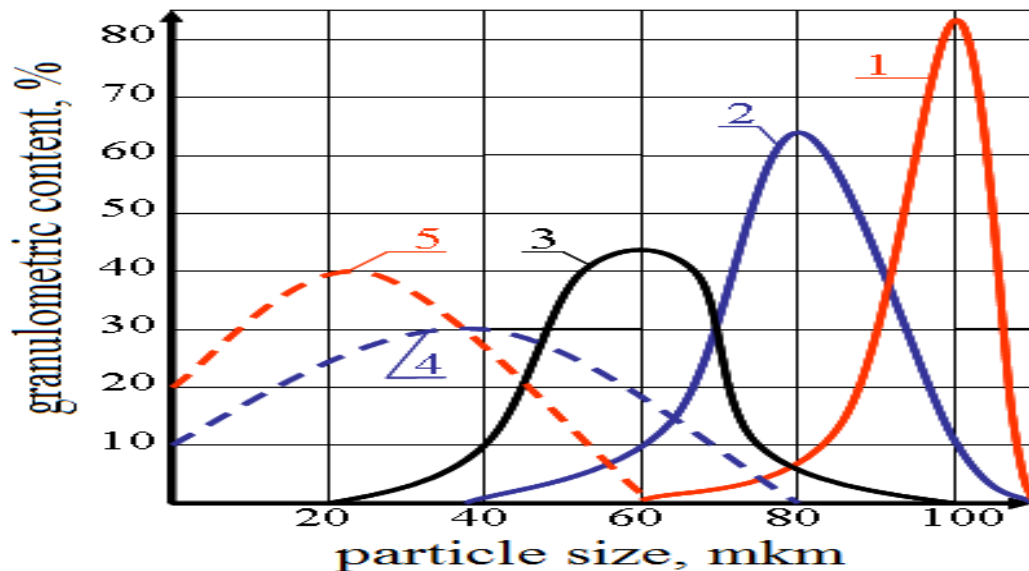


Figure 2. Formation of granulometric composition of aluminum powder depending on the number of revolutions of the mill disk:

1 - 40 months / min; 2 - 60 months / min; 3 - 80 ayl / min; 4 - 100 ayl / min; 5 - 120 ayl / min

In order to assess the suitability of the powder obtained for the production of aluminum-based composite material, powders with a particle size of 80, 60, 40, 20 and 10 μm were selected from the powder obtained at each turn of the mill disk and the samples were pressed in presses at pressures of 80-100 MPa. briquettes were prepared (Fig. 3).

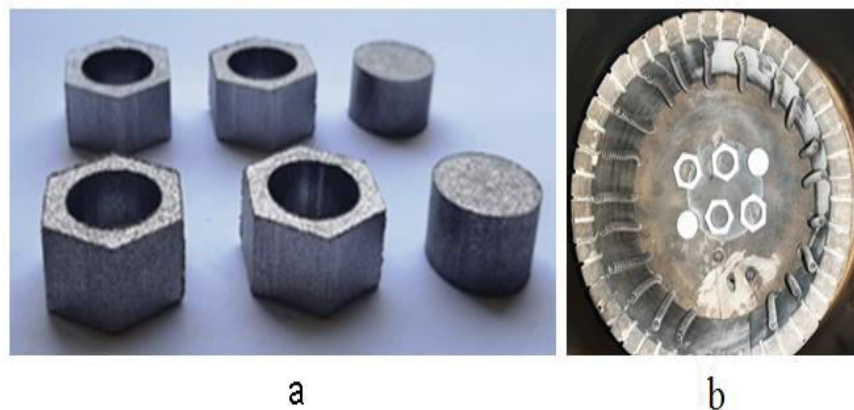


Figure 3. Research samples made of aluminum powder: a - press briquettes; b are samples placed in a vacuum furnace

Press briquettes were heated in a vacuum at a temperature of 520... 540 $^{\circ}\text{C}$ for 1 hour. During the heating process, the temperature of the vacuum furnace was raised to 520 $^{\circ}\text{C}$ for 30 min, then the samples were kept at this temperature for 60 min. After the oven temperature had cooled to room temperature, samples were taken from it.

In order to assess the strength of materials obtained from aluminum powder from ADS-12 shavings, the heated samples were tested for elongation on a UIM-50 machine. The results obtained from the elongation test of the samples are shown graphically in Figure 4.

According to the results, the tensile strength of aluminum samples with an average particle size of 80 μm was 5.5 times smaller than the tensile strength of ADS-12 material obtained by casting, and amounted to 30 MPa, however, the tensile strength of a powder sample with an average particle size of 10, 20 and 40 μm was almost equal to the tensile strength of the ADS-12 material obtained by casting.

The relative elongation and hardness of the samples were higher than that of the cast analogue in accordance with the powder-based materials.

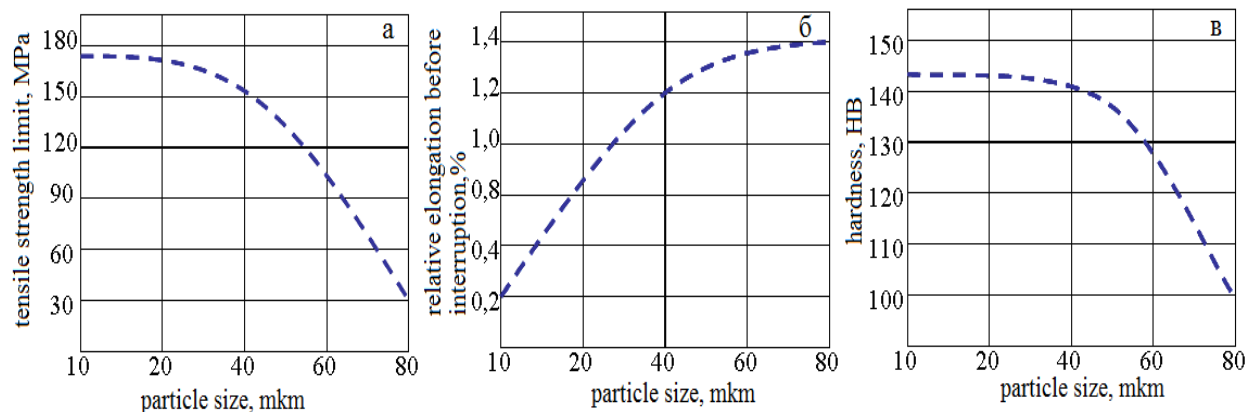


Figure 4. Depending on the particle size of the samples: a is the tensile strength limit; b is the relative elongation; c is the change in hardness

The fact that the tensile strength of specimens made from powders with an average particle size of 60 and 80 μm is smaller than that of the cast analogue is related to the amount of porosity in them [5]. According to the results of the analysis of the total porosity of the samples, the graph of the change in porosity depending on the particle size of the powder used in the preparation of the samples is shown in Figure 5.

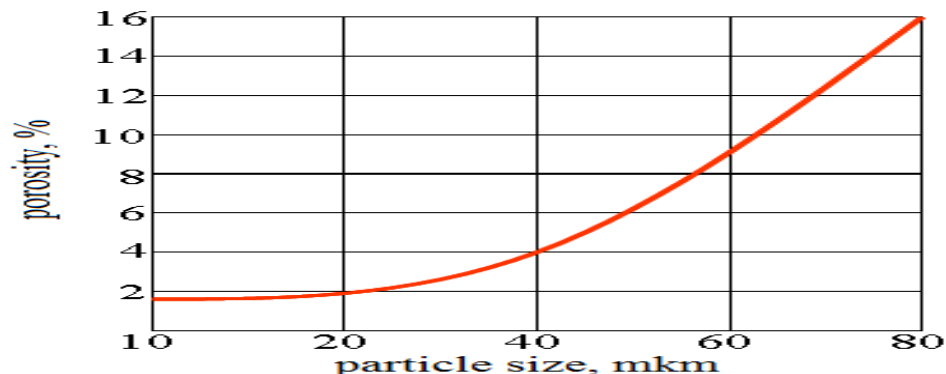


Figure 5. Graph of change of porosity of samples depending on powder particle size

The increase in the porosity of the samples with the increase in the particle size of the powder is related to the technological property of the powder obtained from the shear. The presence of 12% silicon in the ADS-12 aluminum alloy has a negative effect on the compaction of the powder

during the pressing process, but it prevents the oxidation of aluminum when extracting aluminum powder from the shavings.

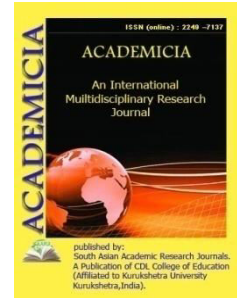
CONCLUSION

Using a mill consisting of discs coated with tungsten carbide on the working surface, it is possible to obtain a powdery raw material suitable for the production of aluminum-based composite materials from ADS-12 brand aluminum alloy shavings. To do this, the number of revolutions of the mill disk should not be less than 80 and not more than 120.

It is advisable to use a powder with a particle size of 40 to 10 μm to obtain an aluminum alloy-based powder composite material for construction purposes from ADS-12 brand aluminum alloy shavings.

LITERATURE

1. Gopienko V.G., Smagorinskiy M.E., Grigorev A.A., Bellavin A.D. Spechennye materialy iz alyuminiyevykh poroshkov [Sintered materials from aluminum powders]. - M.: Metallurgiya, 1993.-320 s.
2. Shakirov Sh.M., Karimov Sh.A., Daminov L. Perspektiva pererabotki proizvodstvennykh otxodov // Materialy mejdunarodnogo simpoziuma «Dostijeniya fundamentalnoy nauki i obrazovaniya, innovacionnye tehnologii» [Prospects for processing industrial waste // Materials of the international symposium "Achievements of fundamental science and education, innovative technologies"]. –Komsomolsk-na-Amure. 12-16 maya, 2015. –S. 195-197.
3. Radomyselskiy I.D. i dr. Konstrukcionnye poroshkovye materialy [Structural powder materials] / I.D. Radomyselskiy, G.G. Serdyuk, N.I. SCherban. – K.: Tehnika, 1985. – 152 s., il. – Bibliogr.: s. 148 – 150.
4. Valuev D.V., Gizatulin R.A. Tehnologiya pererabotki metallurgicheskikh otxodov: uchebnoe posobie [Metallurgical waste processing technology: a tutorial] / D.V. Valuev; YUrginskii tehnologicheskii institut. – Tomsk: Izd-vo Tomskii politehnicheskii universitet, 2012. – 196 s.
5. Wittaker D. Production of Structural PM Parts// International Powder Metallurgy Directory & Yearbook. 11th Edition - 2004/2005. – P.31-47.



DOI: **10.5958/2249-7137.2021.01858.9**

SOME ISSUES OF CORRELATION BETWEEN INTERNATIONAL STANDARDS OF JUSTICE AND CRIMINAL PROCEDURE LEGISLATION OF THE REPUBLIC OF UZBEKISTAN

S.E. Ibragimova*

UZBEKISTAN

ABSTRACT

The article examines a number of issues that arise when analyzing the relationship between international standards of justice and criminal procedure legislation of the Republic of Uzbekistan. The possibility of strengthening judicial control over the investigation is being clarified, and a number of proposals are being made to amend the current criminal procedure legislation. It should be especially noted that such a judge does not participate either in the preliminary investigation or in the examination of the criminal case on the merits, i.e. making a decision on the guilt or innocence of the defendant. Unless otherwise established by treaties and agreements concluded by the Republic of Uzbekistan with other states. Note, however, that the said Resolution calls on states to join and ratify treaties in this direction and take into account the already existing international legal practice [3]. Accordingly, the recommendatory, non-mandatory nature of the standards is emphasized. It seems that these statements, in addition to the assumption of a direct infringement of state sovereignty, allow us to assume an automatic, thoughtless transfer to the law enforcement practice of state bodies, any provisions of international acts, even if they are arbitrarily referred to as regulating human rights.

KEYWORDS: *International Standards, Justice, Criminal Procedure Legislation, Investigation, Judicial Control over Inquiry and Investigation.*

INTRODUCTION

In his Message to the Parliament on December 29, 2020; The President of the Republic of Uzbekistan Sh.M. Mirziyoyev especially noted that “Justice is a solid foundation of statehood. The judiciary plays a decisive role in ensuring justice and the rule of law”[1].

In this regard, the ratio of international standards of justice and our national criminal procedural legislation seems to be important.

In particular, the Republic of Uzbekistan, recognizing the priority of international law, specifies in the Criminal Procedure Code that criminal proceedings are conducted in accordance with the legislation in force at the time of the inquiry, preliminary investigation and trial of the case, regardless of the place of the crime. Unless otherwise established by treaties and agreements concluded by the Republic of Uzbekistan with other states.

In his previous publications [2], the author has repeatedly dwelt on the importance of determining whether international standards for the protection of human rights (including in the administration of justice) relate to peremptory or alternative norms.

So, in the Resolution of the UN General Assembly “Establishment of international standards in the field of human rights”, adopted at the 97th plenary meeting on December 4, 1986. (No. 41/120) emphasizes that these standards are set by the General Assembly, other UN bodies and specialized agencies. It also notes the leading role of the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, and the International Covenant on Economic, Social and Cultural Rights in this system.

Taking into account the content of the aforementioned international acts, it is not difficult to correlate the international standards for the protection of human rights established by them with international standards for the administration of justice (primarily aimed at protecting the rights of the individual).

Note, however, that the said Resolution calls on states to join and ratify treaties in this direction and take into account the already existing international legal practice [3]. Accordingly, the recommendatory, non-mandatory nature of the standards is emphasized. In fact, the concept of “standard” is embedded in its definition as a benchmark, the goal of developing legislation, for possible approximation to this benchmark, taking into account the specifics of the state.

We believe it is possible to agree with the opinion of E.V. Medvedev that: “The purpose of establishing standards of justice is to unify the activities of national judicial bodies in terms of compliance with the requirements for considering cases under their jurisdiction. Accordingly, the purpose of their implementation in national legal systems is to ensure the implementation of guaranteed human rights and freedoms in the field of justice, namely: equality of all before the law and the court, providing each interested person with equal procedural opportunities to restore violated or contested rights in accordance with the law in court, during which the generally recognized principles of a fair trial are observed”[4, p. 18].

Let us note in passing that the aforementioned unification of the activities of national judicial (and also, note - and other law enforcement) bodies is a goal, but not an imperative, taken a priori.

Some researchers emphasize (perhaps subconsciously) the influence on the formation and definition of international standards on the part of individual states, whose opinion becomes decisive in this direction.

Thus, according to I.B. Glushkova, “... a feature of the development of modern legal systems is not only the influence of generally recognized norms and principles of international law on the domestic legislation of states, but also the reverse process, within which changes in generally recognized norms and principles of international law take place under the influence of legislation of a number of democratic states, the main value of which proclaimed human rights ”. [5, p. 17].

In addition to the rather controversial and vague formulation of “democratic states”, the assertion that the legislation of these states should really influence the process of forming international standards and, accordingly, serve as a model of behavior for other sovereign states, raises reasonable doubts.

According to M.V.Baglai: “... the wording“ generally recognized principles and norms of international law ”is fraught with many ambiguities, since there is no generally accepted definition of these principles and norms in the world. These are the principles of the UN Charter and some others, but even the official recognition of any norm (that is, by the overwhelming majority of states) does not give rise to the obligation of each state to comply with it, if this norm has not found its confirmation in domestic law, an act of ratification or in an international treaty” [6, c.68].

This point of view is shared by a number of other researchers. So, O.I.Tiunov specifies that the generally recognized norms and principles of international law should be considered norms and standards recognized as binding in the form of international legal customs and international treaties [7, p. 543]. V.D.Zorkin also solidifies with him, who notes that a treaty or customary norm of international law acquires the character of a generally recognized one only if the state as a sovereign participant in international relations and the main subject of international law agrees with this norm and recognizes it legally binding for itself [8 , p. 138]. The same opinion is shared, for example, by S.A. Avakyan [9, p.86], O.E.Kutafin [10, p.38] and others.

It should also be noted that a number of researchers, idealizing international standards, a priori assign them a generally binding, absolutized character, regardless of their perception by the state and its national legislation.

Thus, Professor L.V. Pavlova in an expert report prepared within the framework of the project “Promoting the wider application of international human rights standards in the process of administration of justice in the Republic of Belarus” suggests the following definition of international human rights standards - this is “a set of fundamental rights and freedoms enshrined in international legal documents recognized by the international community as a whole and, by virtue of this, mandatory for implementation in the legal system of each state ”[11, p. 216].

Accordingly, it is assumed a priori that international standards are binding on the state, regardless of their perception by the latter, from the embedding of these standards into national legislation.

The previous statement is closely related to the thesis of S.M. Yagofarov on the need “... to recognize as due the situation when any international act expanding the list of statutory rights of an individual automatically acquires the status of a generally recognized norm that does not need any ratification” [12, p. 23].

It seems that these statements, in addition to the assumption of a direct infringement of state sovereignty, allow us to assume an automatic, thoughtless transfer to the law enforcement practice of state bodies, any provisions of international acts, even if they are arbitrarily referred to as regulating human rights. At the same time, the lack of ratification implies the lack of the state’s will to accept such provisions, in fact, their non-recognition (even if only temporary).

As you know, one of the basic principles of international law is the principle of conscientious fulfillment of international obligations. Note that Article 2 of the Charter of the United Nations

indicates that the obligations of the Member States of this Organization arise only if they are assumed. At the same time, paragraph 7 of the same article emphasizes that "... the Charter in no way gives the United Nations the right to interfere in matters that are essentially within the internal competence of any state, and does not require Members of the United Nations to submit such cases for resolution in the order of this Charter ... "[13].

The theory of moderate monism, currently dominant in the science of international law, refrains from harsh statements about the imperativeness of the provisions of international law and their unconditional impact on national legislation.

In this regard, V.V. Bogatyrev's point of view seems to be legitimate that "... today states, as the main actors in the international community, while affirming the concept of the primacy of international law, do not at all seek to subordinate the domestic sphere to international law in order to return to theory of international legal monism, but declare a fundamentally new role of international law in an interdependent, largely integral world in the process of regulating interstate relations, based on the recognition of universal human values. ... Adherence to this principle does not mean the recognition of the merger into a single whole of international and national law"[14, p.102].

The position of a number of researchers, according to which an integral condition for adapting international standards is their integration into national legislation [15, p.12; 13, c.18]. Accordingly, the most important in the application, implementation of the concept of "international standards" should be considered their recognition by the state and their "embedding" in national legislation.

It is also important that the perception of international standards by the state depends on the degree of development of society, its mentality, features of historical development and a number of other factors that determine its willingness to accept such standards and apply them in practice.

In this regard, we believe that the above formulation in the Criminal Procedure Code of the Republic of Uzbekistan is insufficiently specific, allowing a fairly arbitrary interpretation.

It would be more acceptable to focus on the prevailing understanding of the essence of international standards, which implies the denial of their imperativeness and presupposes their acceptability only if recognized and implemented by the state.

In this regard, it is proposed to supplement Article 3 of the Code of Criminal Procedure of the Republic of Uzbekistan, part two, thus setting out it in the following edition:

"Proceedings in criminal cases are conducted in accordance with the legislation in force at the time of the inquiry, preliminary investigation and trial of the case, regardless of the place where the crime was committed, unless otherwise provided by treaties and agreements concluded by the Republic of Uzbekistan with other states.

The norms of international law are binding on courts, prosecution bodies, bodies engaged in the fight against crime and other bodies and organizations, if recognized by the Republic of Uzbekistan by ratifying the relevant treaties and agreements concluded by the Republic of Uzbekistan with other states or joining the Republic of Uzbekistan to the corresponding international agreements ".

In addition, as international practice and the experience of other states show, the greatest guarantees of the observance of constitutional rights and individual freedoms in criminal proceedings are ensured by proper judicial control by a specialized judicial body.

So, in particular, the experience of the Federal Republic of Germany, the French Republic and the Italian Republic shows that the introduction of a special position of a judge, who decides on the application of arrest and oversees the observance of the rights and freedoms of the individual during the preliminary investigation, undoubtedly increases the level of proper observance of such rights and freedoms. It should be especially noted that such a judge does not participate either in the preliminary investigation or in the examination of the criminal case on the merits, i.e. making a decision on the guilt or innocence of the defendant.

A number of international legal documents recognized by our Republic define the basic principles of the administration of justice.

Among others, within the framework of this publication, it should be noted that there are international norms regarding judicial control over pre-trial proceedings. Thus, the reference to such norms is contained in articles 8 and 10 of the Universal Declaration of Human Rights; in article 9 of the Body of Principles for the Protection of All Persons under Any Form of Detention or Imprisonment, adopted by General Assembly resolution 43/173 of 9 December 1988; in articles 3, 9, 14 of the International Covenant on Civil and Political Rights; The Basic Principles on the Independence of the Judiciary; Guidelines on the Role of Prosecutors; article 3 of the United Nations Standard Minimum Rules for Non-custodial Measures (Tokyo Rules); Recommendations of the UN Human Rights Committee on specific cases; The Universal Declaration on the Independence of Justice (Montreal Declaration) and other generally recognized norms of international law.

In general, our criminal procedural legislation has successfully implemented international standards in this area.

Meanwhile, the analysis of the procedure for applying preventive measures established by Chapter 28 of the Criminal Procedure Code of the Republic of Uzbekistan, taking into account the clarification given by paragraph 26 of the resolution of the Plenum of the Supreme Court of the Republic of Uzbekistan dated November 14, 2007 No. stages of pre-trial proceedings, allows us to conclude that there is insufficient provision of the internationally recognized principle of objectivity in the consideration of cases by the courts.

In particular, the above-mentioned principle is fully correlated with the provision that the use of such serious restrictions on constitutional rights and freedoms of the individual as detention or house arrest as a preventive measure is possible only by the court (judge), in compliance with the adversarial principle.

However, the assumption contained in the above-mentioned paragraph 26 of the Resolution of the Plenum of the Supreme Court of November 14, 2007 No. 16 seems to be a real limitation of the principle of objectivity.

Thus, the aforementioned clarification of the Plenum of the Supreme Court directly indicates that the law allows a judge who has issued a ruling on the application of a preventive measure in the form of detention or extension of the term of detention to participate in the consideration of a criminal case against the same person on the merits. ...

It seems that under such circumstances the judge is unable to go beyond the bounds of a decision once made; will actually be forced, in order to substantiate it, to consider the case on the merits with an accusatory bias. Among lawyers, this phenomenon has a very definite name: “to justify the sanction.” It is worth noting that even if a sanction is given by another judge of the same court, there is a danger of the so-called “mutual guarantee”, when actions to justify the sanction” will be carried out of friendly relations, orientation towards the principle of reciprocity, etc.

It should also be taken into account that the alleged further expansion of the powers of judicial control at the stage of investigation (inquiry and preliminary investigation), while maintaining the existing situation - the decision of this issue by the judges (court), further considering the criminal case on the merits, will not sufficiently ensure proper observance individual rights and freedoms.

The solution of this problem, ensuring even more proper observance of the principles of objectivity and real adversarial nature of the criminal process at all its stages, recognized by the Republic of Uzbekistan, is seen in the introduction of the institution of a judge to ensure judicial control over the investigation.

Note that the introduction of the term “investigating judge” (as is customary in some countries) would not fully correspond to the essence of the activity of this participant in the criminal process, since it implies confusion of concepts according to the principle of analogy (in a number of countries, as you know, the investigating judge is including, even carrying out a number of investigative actions, which, in our opinion, would reduce the level of judicial control).

Accordingly, the term “judge to ensure judicial control of the investigation”, despite its seeming cumbersome, seems to be closer to the essence.

In this regard, we propose the introduction of a number of additional articles into the Criminal Procedure Code of the Republic of Uzbekistan, defining the status and specific terms of reference of the mentioned participant in the criminal process.

In particular, it is proposed to supplement the Code of Criminal Procedure of the Republic of Uzbekistan with Article 311: Judge to ensure judicial control over the investigation.

“Control over the proper observance of the rights and freedoms of citizens during the inquiry and preliminary investigation, including when applying preventive measures, is carried out by a judge to ensure judicial control over the investigation.

The powers of the judge to ensure judicial control of the investigation include: consideration of a motion, complaint and protest on issues related to the application of a preventive measure in the form of detention or house arrest or the extension of the period of detention or house arrest with the obligatory notification of the court that issued the ruling on application of a preventive measure; consideration of the issue of accepting bail, consideration of a petition to suspend the validity of a passport (travel document), consideration of petitions to remove the accused from office, to place a person in a medical institution or to extend the term of stay of the accused in a medical institution, to exhume a corpse, to seize and search , on the arrest of postal and telegraphic items, on the wiretapping of negotiations conducted from telephones and other telecommunication devices, on the removal of information transmitted through them ”.

In this regard, the author also proposed appropriate changes to other articles of the Criminal Procedure Code of the Republic of Uzbekistan.

It is also proposed to place a special emphasis on strengthening judicial control in this direction, specifying that the actions and decisions of the inquiry officer, investigator and prosecutor may be appealed to a judge to ensure judicial control over the investigation.

We especially consider it necessary to note that judges to ensure judicial control over the investigation should be part of an independent structure of the judicial authorities, with mandatory delimitation from the current system of courts in criminal cases.

We believe that the introduction of this institution will allow in practice to ensure further strengthening of judicial control over the investigation of criminal cases in order to properly ensure the rights and freedoms of citizens.

REFERENCES

1. Message from the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Parliament. 12/29/2020. <https://president.uz/ru/lists/view/4057>
2. S.E. Ibragimov. Issues of defining the concept and essence of international standards for the implementation of criminal justice Journal of Legal Research.Special issue-2.Tashkent-2020.S.292-299; S.E. Ibragimov. Issues of correlation between the criminal procedural legislation of the Republic of Uzbekistan and international standards for the protection of human rights Collection of materials of the International Scientific and Practical Conference on the topic: "The rule of law: Modern approaches in the context of ongoing reforms in Uzbekistan."TSUU.Tashkent-2020.S.301-305; S.E. Ibragimov.On the question of the imperativeness of international standards in the administration of justice International scientific journal "Young Scientist". Russian Federation. No. 15 part V. April 2020. S. 194-197; S.E. Ibragimov. International standards in the field of administration of justice and their relationship with state sovereignty Materials of the Republican 15-interdisciplinary distance online conference on the topic: "Scientific and practical research in Uzbekistan". Part 1.Tashkent-2020. S. 99-101; S. Ibraginova / Correlation of the concepts of international standards and international principles of administration of justice Materials of the XVI international scientific and practical conference. Cutting-edge science-2020. April 30-May 7. 2020. Volume 9. Sheffield Science and education Ltd. 2020.P. 182-185 and others.
3. Resolution of the UN General Assembly "Setting international standards in the field of human rights."Adopted at the 97th plenary meeting of the UN General Assembly on December 4, 1986. (No. 41/120) <https://undocs.org/ru/A/RES/41/120>
4. Medvedev E.V. Development and implementation of justice standards in the Russian Federation (Theoretical and Legal Aspect).Abstract dissertation ... cand.jurid. sciences. Moscow, 2012 .-- 23 p.
5. Glushkova IB ..Realization of the right to a fair trial in the arbitration process.Abstract dissertation ... cand.jurid. sciences. Saratov 2011 .-- 23 p.
6. Baglai, MV Constitutional law of the Russian Federation: textbook / MV Baglai. - 12th ed., Rev. and add. - M., 2017 .-- 768 p.

7. Tiunov, OI Constitutional rights and freedoms of man and citizen in the Russian Federation: textbook - M.: Norma, 2005. - 608 p.
8. Commentary on the Constitution of the Russian Federation. ed. V.D. Zorkin. - M.: Norma, 2011. -- 1008 p.
9. Avakyan, SA Constitutional law of Russia: textbook. well. Vol. 1. 4th ed., Rev. and add. - M.: Norm; INFRA-M, 2010. -- 864 p.
10. Kutafin, OE Sources of constitutional law of the Russian Federation. - M.: Prospect, 2013. -- 298 p.
11. Pavlova, L.V. Report of the national expert on the application of international human rights standards in the field of human rights and freedoms in the process of administering justice in the Republic of Belarus. Recommendations for the wider application of international human rights standards in the process of administering justice in the Republic of Belarus. Minsk, 2009. 369 p.
12. Yagofarov S.M. International human rights standards and Russian criminal justice: textbook / ed. doctor of law Sciences, Professor A.P. Guskova. - Orenburg: Publishing Center OGAU, 2006. - 91 p.
13. Charter of the United Nations. <https://www.un.org/ru/sections/un-charter/chapter-i/index.html>
14. International law: textbook. manual / V. V. Bogatyrev; Vladim. state un-t them. A.G. and N.G. Stoletovs. - Vladimir: Publishing house of VISU, 2016. 276 p.
15. International law: [textbook. manual] / NN Menshenina; Ministry of Education and Science Ros. Federation, Ural.Feder.un-t. - Yekaterinburg: Ural Publishing House. University, 2016. 100 p.

Editorial Board

Dr. B.S. Rai,
Editor in Chief
M.A English, Ph.D.
Former Principal
G.N. Khalsa PG.College,
Yamunanagar, Haryana, INDIA
Email: balbirsinghrai@yahoo.ca

Dr. Romesh Chand
Professor- cum-Principal
CDL College Of Education,Jagadhri,
Haryana, INDIA
Email: cdlcoe2004@gmail.com

Dr. R. K.Sharma
Professor (Rtd.)
Public Administration,
P U Chandigarh, India
Email: sharma.14400@gmail.com

Dr. Mohinder Singh
Former Professor & Chairman.
Department of Public Administration
K. U. Kurukshetra (Haryana)
Email: msingh_kuk@yahoo.co.in

Dr. S.S. Rehal
Professor & chairman,
Department of English,
K.U. Kurukshetra (Haryana)
Email: srehal63@gmail.com

Dr. Victor Sohmen
Professor,
Deptt. of Management and Leadership
Drexel University Philadelphia,
Pennsylvania, USA.
Email: vsohmen@gmail.com

Dr. Anisul M. Islam
Professor
Department of Economics
University of Houston-Downtown,
Davies College of Business
Shea Street Building Suite B-489
One Main Street, Houston,
TX 77002, USA
Email: islama@uhd.edu

Dr. Zhanna V.Chevychalova, Kharkiv,
Associate Professor,
Department of International Law,
Yaroslav Mudry National Law University,
UKRAINE
Email:zhannachevychalova@gmail.com

Dr. Kapil Khanal
Associate Professor of Management,
Shankar Dev Campus,
Ram Shah Path T.U. Kirtipur, NEPAL.
Email:kapilkhanal848@gmail.com

Dr. Dalbir Singh
Associate Professor
Haryana School of Business, G.J.U.S & T, Hisar,
Haryana, INDIA
Email: dalbirhsb@gmail.com

Nadeera Jayathunga
Senior Lecturer
Department of Social Sciences,
Sabaragamuwa University, Belihuloya,
SRI LANKA
Email: nadeesara@yahoo.com

Dr. Parupalli Srinivas Rao
Lecturer in English,
English Language Centre,
King Faisal University, Al-Hasa,
KINGDOM of SAUDI ARABIA
Email: vasupsr@yahoo.com

Categories

- Business Management
- Social Science & Humanities
- Education
- Information Technology
- Scientific Fields

Review Process

Each research paper/article submitted to the journal is subject to the following reviewing process:

1. Each research paper/article will be initially evaluated by the editor to check the quality of the research article for the journal. The editor may make use of iThenticate/Viper software to examine the originality of research articles received.
2. The articles passed through screening at this level will be forwarded to two referees for blind peer review.
3. At this stage, two referees will carefully review the research article, each of whom will make a recommendation to publish the article in its present form/modify/reject.
4. The review process may take one/two months.
5. In case of acceptance of the article, journal reserves the right of making amendments in the final draft of the research paper to suit the journal's standard and requirement.

Published by

South Asian Academic Research Journals

A Publication of CDL College of Education, Jagadhri (Haryana)
(Affiliated to Kurukshetra University, Kurukshetra, India)

Our other publications :

South Asian Journal of Marketing & Management Research (SAJMMR)

ISSN (online) : 2249-877X

SAARJ Journal on Banking & Insurance Research (SJBIR)

ISSN (online) : 2319 – 1422