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VISION

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ENHANCING STUDENTS' ENGAGEMENT IN SCIENCE VIA METACOGNITIVE LEARNING STRATEGY

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ABSTRACT

The study investigated the effects of Metacognitive Learning Strategy (MLS) on students' engagement in science of Malinao High School, Malinao, Banisilan, Cotabato, Philippines. A quasi-experimental research design involving two intact groups of Grade 7 students exposed to MLS and non-MLS was utilized. An adopted questionnaire was used to determine students' engagement. Independent t-test was used to determine significant difference of students' learning engagement between groups. Findings of the study revealed that cognitive and affective engagement of both groups manifested students are very much engaged in learning science, however, engagement of students in MLS was significantly higher than those in the non-MLS class. Metacognitive Learning Strategies may be employed to enhance students' engagement in science classes.

KEYWORDS: *Affective Engagement, Cognitive Engagement Metacognitive Learning Strategy, Science Class, Students' Engagement.*

INTRODUCTION

Over the years, the approach to education has undergone significant changes due to innovative frameworks introduced to the Philippine educational system to meet the demands of the ASEAN and as well as global standards. However, the quality of science education has been a long shot concern in the Philippines as reflected on the results of international examinations participated by high school students wherein the performance still ranked in the bottom specifically in Science, Mathematics and Reading. It is a known fact that science is an important subject at all grade levels and understanding its basic concepts leads to an increase in the content knowledge. However, teachers are facing the difficulties of letting students understand scientific principles and still continuously strive to improve their instructional practices to enhance students' conceptual understanding. Engaging students in meaningful applications of their knowledge is a key aspect of both addressing the standards and providing greater access which possibly affect performance. Not only do the standards emphasize the importance of meaningful engagement in real-world tasks, but evidence shows that engagement is strongly related to student performance

on assessment tasks, especially for students who have been typically less advantaged in school settings.

Metacognitive learning strategy is an inquiry-based instruction in which metacognitive activities or metacognitive prompts are incorporated within the phases of 7E learning cycle. Embedding to MLS promotes understanding of scientific ideas through providing lessons that consist of realistic context and sensible application to new situation. Student's progress is measured according to their needs, and it should occur in rich classroom discourse. Learners often show an increase in self-confidence when they build metacognitive skills which may lead to successful learning. With the new approaches to the secondary education program, the metacognitive learning strategy may help promote students' learning engagement in science.

REVIEW OF RELATED LITERATURE

Metacognitive Learning Strategy

Metacognitive strategies refer to methods used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking'. (Stetson & Associates, 2015). Mitsea & Drigas (2019) emphasized that metacognitive strategies refer to conscious monitoring, sequential processes to control learning, higher order executive skills, decisions learners make before, during and after the learning. It has been proven that the implementation of metacognitive strategies results to higher-order cognitive abilities, attentional and memory control, self-confidence and leads to independent and meaningful learning. Metacognitive skills play an important role in most problem-solving activities faced by students in daily classes (Boyle et al., 2016). Haidar et al., and Kistner et al., as cited by Ellis et al., (2014) highlighted that most significant gains in student achievement result when students are taught the use of metacognitive strategies in explicit ways. Characteristics of explicit teaching include direct instruction, modelling, explaining the benefits of using the strategy, and providing repeated opportunities for using the strategy in guided and independent practice formats. Additionally, Sun (2013) stated that it is recognized students tend to perform better on exams and complete work more efficiently if they possess a wide range of metacognitive skills.

Accordingly, metacognition play a pivotal role in enhancing motivation and performance of students is the crux of all of those studies, which have been conducted so far. Researchers have done painstaking efforts to explore the advantages of using metacognition in an organized way. In educational domains, motivation is measured by observing students' approach and attitude towards their studies. (Iftikhar, 2015). Tanner (2017), stated that while using specific individual assignments to teach students metacognitive strategies is one explicit approach, there are more subtle ways that metacognition can be integrated into the fabric of any course and become part of the everyday language of both teacher and students. This is particularly useful in helping students to become aware of when it is appropriate to apply their own metacognitive strategies—for example, identifying confusions—that they may have learned through previous assignments. when to apply these strategies is hypothetically the point at which they have matured into lifelong learners within their disciplines. Metacognitive skills also have a role in critical thinking and problem solving. If you know what you know and do not know, your metacognitive skills help drive you to obtain the missing information, which we refer to as self-directed or self-regulated learning (Medina & Castleberry, 2017).

Affective Engagement in Science

Affective engagement connotes emotional reactions linked to task investment. The greater the student's interest level, positive affect, positive attitude, positive value held, curiosity, and task absorption (and the less the anxiety, sadness, stress, and boredom), the greater the affective engagement. Based on current research and understanding, we don't know how the three types of engagement interact, and we are not certain which antecedents are linked to which types (Ladd & Dinella, 2009) as cited by Boykin & Noguera, 2011. Additionally, Nadeem, et al., (2014), states that affective engagement provides self-report related to feelings of frustration, boredom, interest, anger, satisfaction; student-teacher relations; work orientation. The affective engagement is characterized by student feelings, attitudes, and perceptions towards the institution. Moreover, affective engagement emphasizes interest and enjoyment, behavioral engagement typically refers to observable time on task (Parsons et al., (2012)). Students who lack the competence to perform at a requisite level may end up lower levels of affective engagement. This in turn may lower their level of motivation to continue their work within a music rehearsal setting, which may then lower their overall level of behavioral and/or cognitive engagement. The more disengaged students are, the less likely they are to learn and acquire skills necessary to succeed, which leads to under-achievement and the cycle continues (Pagan, 2018). Learning activities that provide learner choices, develop sociality, are perceived as important to the student and are seen as relevant or related to existing student knowledge are all associated with higher levels of both cognitive and emotional engagement (Manwaring, 2017).

Cognitive Engagement in Science

Cognitive engagement connotes investment aimed at comprehending complex concepts and issues and acquiring difficult skills. It conveys deep (rather than surface-level) processing of information whereby students gain critical or higher-order understanding of the subject matter and solve challenging problems (Boykin & Noguera, 2011). Additionally, Chapman as cited by Nadeem, et al., (2014) stated that cognitive engagement is defined as the extent to which students are taking interest, paying attention and spending mental effort in learning tasks by using cognitive strategy and knowledge to complete a task. Moreover, Rotgans & Schmidt (2011), defined cognitive engagement as the extent to which students' are willing and able to take on the learning task at hand and point out that cognitive engagement in the classroom can be characterized as a psychological state in which students put in a lot of effort to truly understand a topic and in which students persist studying over a long period of time. Furthermore, cognitive engagement is the extent to which students are able to take on the learning task. This includes the amount of effort students are willing to invest in working on the task (Sesmiyanti, 2018).

Cognitive engagement is really important to influencing a learner's active use of purposeful in classroom learning and by using this engagement the students can be motivated, interested and interactive to follow studying in the classroom. Thus, students' engagement is really significant in learning process because they want to get feedback from instruction who give from their teacher, and known student's efforts to learn and also to motivate students work in classroom activity (Sesmiyanti, 2018). Students who exhibit behaviors that allow them to master academic work are seen to have deep cognitive engagement, while students who exhibit behaviors such as rote memorization and rituals, they perceive will help them to do well without developing mastery of the material are demonstrating shallow engagement. Fredricks et al., as cited by Davis (2010), indicated that inclusion of cognitive engagement makes an important distinction

between students' efforts to simply do the work and effort that is focused on understanding and mastery students who are cognitively and behaviorally engaged will attend to the task at hand and simultaneously manage their learning.

SIGNIFICANCE OF THE STUDY

This study is an endeavor to provide essential data on the effectiveness of Metacognitive Learning Strategies on Students' Engagement in Science that is of value to students and teachers. The study would give students the opportunity to construct knowledge by themselves through metacognitive learning activities and gives them the opportunity to practice active participation in their thinking process as it elevates experience and may lead to higher conceptual understanding. Empowering students to have control over how they process, retain and make use of the information they learn in the classroom can be translated to real life applications of the scientific concepts and principles. This work also serves as basis for teachers to come up with innovative features in embedding metacognitive learning activities in teaching science content that will cater to the needs of students. They may design pedagogical activities that incorporates metacognition as an integral aspect of teaching to achieve better conceptual understanding.

OBJECTIVES AND HYPOTHESIS

The study aimed to 1) determine the level of students' engagement in Science as exposed to metacognitive learning strategy and non-metacognitive learning strategy in terms of their affective and b) cognitive domain; 2) find out if there is a significant difference in students' affective and cognitive level of engagement in Science as exposed to metacognitive learning strategy and non-metacognitive learning strategy. The null hypothesis is stated as "There is no significant difference on students' affective and cognitive engagement when exposed to metacognitive learning strategy and non-metacognitive learning strategy."

RESEARCH METHODOLOGY

This study utilized the quasi-experimental research design involving two heterogeneous intact groups, namely: the experimental group exposed to metacognitive learning strategy and the control group exposed to non-metacognitive learning strategy. Two (2) intact Grade 7 sections with forty (40) students each in Malinao High School, Malinao, Banisilan, Cotabato served as the participants of the study. A survey questionnaire developed by Appleton et al., (2005) on assessing students' engagement toward science learning was adopted for the purpose of this study.

The five (5) point Likert scale was used to analyze the students' engagement in learning Grade 7 Science. The following scale was used during the interpretation of data:

The student's engagement toward Science was administered	Range	Qualitative Description	Qualitative Interpretation
	4.20 – 5.00	Strongly Agree	Highly Engaged
	3.40 – 4.19	Agree	Very Much Engaged
	2.60 – 3.39	Undecided	Moderately Engaged
	1.80 – 2.59	Disagree	Less Engaged
	1.00 – 1.79	Strongly Disagree	Not Engaged at all

stered to the students after the actual activities of Grade 7 science class utilizing 7E learning model for evaluating the engagement manifested by students during the metacognitive learning strategy. Descriptive statistics such as mean, percentages and standard deviation were employed to determine the students’ engagement as exposed to metacognitive learning strategy and non-metacognitive learning strategy. T-test for independent samples was utilized to determine any significant difference between students’ engagement under study.

RESULTS AND DISCUSSION

On Affective Engagement

Table 1 presents the level of affective engagement in science, mean scores and qualitative interpretation of students exposed to metacognitive learning strategy and non-metacognitive learning strategy.

As shown, students exposed to MLS group obtained an over-all mean score of 3.90 while those students exposed to non-MLS group has an over-all mean of 3.75 both indicated “very much engaged”.

TABLE 1. STUDENTS’ AFFECTIVE ENGAGEMENT IN SCIENCE

Affective Engagement Towards Science		GROUP			
		MLS n=40		non-MLS n=40	
Indicator		Mean	QI	Mean	QI
1.	Overall, my science teacher is open and honest with me.	3.98	Very Much Engaged	3.60	Very Much Engaged
2.	My science teacher is there for me when I need him.	4.23	Highly Engaged	4.00	Very Much Engaged
3.	The class rules are fair.	3.90	Very Much Engaged	3.65	Very Much Engaged
4.	My science teacher is open to any questions when we are in doubt	3.98	Very Much Engaged	3.78	Very Much Engaged
5.	When something good happens at school, my family/guardian(s) want to know about it.	3.88	Very Much Engaged	3.68	Very Much Engaged
6.	My classmate care about me.	3.78	Very Much Engaged	3.63	Very Much Engaged
7.	My family/guardian(s) are there for me when I need them.	4.13	Very Much Engaged	3.95	Very Much Engaged
8.	I have some friends in our class.	4.15	Very Much Engaged	4.10	Very Much Engaged
9.	My classmates are there for me when I need them.	3.90	Very Much Engaged	3.38	Moderately Engaged
10.	My classmate like me the way I am.	3.45	Very Much Engaged	3.45	Very Much Engaged
11.	Overall, my science teacher at my school treat students fairly.	4.13	Very Much Engaged	3.73	Very Much Engaged

12.	My classmate respect what I have to say.	3.33	Moderately Engaged	3.15	Moderately Engaged
13.	I enjoy talking to my science teacher.	3.80	Very Much Engaged	3.75	Very Much Engaged
14.	I feel safe at school.	4.00	Very Much Engaged	4.25	Highly Engaged
15.	In our class, my science teacher care about the students.	4.03	Very Much Engaged	3.98	Very Much Engaged
16.	My family/guardian(s) want me to keep trying when things are tough at school.	3.33	Moderately Engaged	3.38	Moderately Engaged
17.	When I have a problem at school, my family/guardian(s) are willing to help me.	3.78	Very Much Engaged	3.30	Moderately Engaged
18.	I enjoy talking to my classmate.	4.25	Highly Engaged	4.38	Highly Engaged
19.	My science teacher at my school is interested in me as a person, not just a student.	4.30	Highly Engaged	4.13	Very Much Engaged
	OVER-ALL MEAN	3.90	Very Much Engaged	3.75	Very Much Engaged

Based on the result, students displayed positive affective engagement in science when they feel that the learning environment is safe and the people they interact with genuinely values and helps them. Fredricks et al., as cited by Capella et al., (2013) noted that students are committed to or involved in school, and represents daily interactions between students and their learning contexts. Similarly, Abdullah et al., (2012) stated that classroom environment will stimulate learning and makes both the instructor and students feel satisfied, which eventually leads to effective learning process. This result may be attributed to students thinking that their classmates will think they are stupid or that they are slow learners. They think other students will make fun of them as no one else has doubts about the concept and only they cannot understand the simple topic (Khan, 2018). In addition, (Center, 2019) found out that in some instances, students act rudely to test the instructor, to flex their own intellectual muscle, or to show off to classmates.

On Cognitive Engagement

As shown in Table 2, students exposed to MLS group obtained an over-all mean score of 4.08 while those students exposed to non-MLS group has an over-all mean of 3.81 both indicated “very much engaged”.

TABLE 2. STUDENTS’ COGNITIVE ENGAGEMENT IN SCIENCE

COGNITIVE ENGAGEMENT TOWARDS SCIENCE	GROUP			
	MLS n=40		non-MLS n=40	
Indicator	Mean	QI	Mean	QI

1.	When I do well in our science class it's because I work hard.	3.80	Very Much Engaged	3.68	Very Much Engaged
2.	Going to school after high school is important.	4.40	Highly Engaged	3.88	Very Much Engaged
3.	I'll learn, but only if my family/guardian(s) gives me a reward. *	3.88	Very Much Engaged	3.70	Very Much Engaged
4.	I'll learn, but only if the science teacher gives me a reward. *	3.95	Very Much Engaged	3.73	Very Much Engaged
5.	The grades of my science class do a good job of measuring what I'm able to do.	4.08	Very Much Engaged	3.73	Very Much Engaged
6.	I plan to continue my education following high school.	4.53	Highly Engaged	4.00	Very Much Engaged
7.	Learning science is fun because I get better at something.	4.45	Highly Engaged	3.90	Very Much Engaged
8.	What I'm learning in my science class will be important in my future.	4.25	Highly Engaged	4.08	Very Much Engaged
9.	The science tests in my class do a good job of measuring what I'm able to do.	4.05	Very Much Engaged	3.93	Very Much Engaged
10.	Science is important for achieving my future goals.	4.30	Highly Engaged	4.03	Very Much Engaged
11.	Learning science will create many future opportunities for me.	4.15	Very Much Engaged	4.00	Very Much Engaged
12.	Most to what is important to know about science you learn in class.	4.08	Very Much Engaged	3.93	Very Much Engaged
13.	When I do science activities, I check to see whether I understand what I'm doing.	3.83	Very Much Engaged	3.75	Very Much Engaged
14.	After finishing my science activities, I check it over to see if it's correct.	3.85	Very Much Engaged	3.48	Very Much Engaged
15.	I feel like I have to say about what happens to me in our science class.	3.78	Very Much Engaged	3.60	Very Much Engaged

16.	I am hopeful about my science class.	3.93	Very Much Engaged	3.58	Very Much Engaged
	OVER-ALL MEAN	4.08	Very Much Engaged	3.81	Very Much Engaged

As displayed in Table 2, students in the MLS group rated “strongly agree” on five (5) items and “agree” on the eleven (11) items, while students in the non-MLS group rated “agree” on all items. Based on the results, students’ view the need for science as integral component of their education. In the new K to 12 curriculum where science is arranged in a spiral progression, it is imperative that students continue to be engaged cognitively as they learn the different science concepts in every grade level. *Data findings of Pezaro (2016) supports the present result that teachers are best placed to make decisions about learning goals for their students, and how best to achieve them, drawing on their professional and expert knowledge of individual students, classroom dynamics, and learning environments, as well as a range of evidence about learning and practice. Moreover, school students are naturally curious, which makes science an ideal subject for them to learn. Science allows students to explore their world and discover new things. It is also an active subject, containing activities such as hands-on labs and experiments. This makes science well-suited to active younger children. Science is an important part of the foundation for education for all children (Das et al., 2014).*

Table 3 presents students’ affective engagement between groups. MLS exhibited a mean score of 3.90 while 3.74 in non-MLS with a t-value of 2.613 (p=000). These data findings indicate highly significant results which means groups differ significantly with each other.

TABLE 3. COMPARISON OF STUDENTS’ AFFECTIVE ENGAGEMENT IN SCIENCE

GROUP	MEAN	SD	t-Value	Probability
MLS	3.9079	.32548	2.613	.000**
Non-MLS	3.7487	.20626		

***significant at 0.01 level*

Thus, the null hypothesis stating that there is no significant difference in the students’ affective engagement level when exposed to metacognitive learning strategy and non-metacognitive learning strategy is rejected. This conforms to the study Zepeda et al., (2015) that highlights the importance of metacognitive skills as they demonstrate that direct instruction and practice of multiple metacognitive skills can improve metacognitive monitoring, learning, transfer, and motivational outcomes. Similarly, Soesilawaty et al., (2019) concluded that there is a positive relationship between metacognitive skills and cognitive learning outcomes of students. Moreover, Milis (2016) concluded that metacognition is a complex but valuable skill that can nurture students’ learning and their self-awareness of the learning process.

Table 4 shows that there is a significant difference in the students’ level of cognitive engagement towards Science when expose to MLS and non-MLS (p=0.00). MLS mean (4.0797) and non-

MLS mean (3.8094) with a t-value of 3.695. Thus, the null hypothesis stating that there is no significant difference in students' cognitive engagement after the exposure to metacognitive learning strategy and non-metacognitive learning strategy is rejected.

TABLE 4. COMPARISON OF STUDENTS' COGNITIVE ENGAGEMENT IN SCIENCE

GROUP		MEAN	SD	t- VALUE	Probability
MLS	Posttest	4.0797	.30124	3.695	.000**
NON-MLS	Posttest	3.8094	.35127		

**significant at 0.01 level

Metacognition is an important aspect of learning because it is related to conceptual change, enables longer retention, and broader material applications, and is a significant predictor of academic success (Gabrijela & Velki, 2012). Additionally, metacognitive has also become an important element in the efforts of students to gain a deep understanding of the concepts in science and skill in problem solving (Cook et al., 2013).

CONCLUSIONS AND RECOMMENDATIONS

After the implementation of Metacognitive Learning Strategies, students' in both groups were very much engaged in learning science and showed similar level of engagement in both affective and cognitive domains. Thus, engagement is an important element to be considered by teachers in the process of learning. However, there is significant difference on students' engagement in Science between MLS and non-MLS groups in affective and cognitive domains in favor of the MLS group. Science educators may apply a variety of metacognitive learning strategies in classroom instruction to develop students' affective and cognitive engagement. Furthermore, teachers are encouraged to prepare meaningful activities that can promote interaction among students, giving them the opportunity work in groups and manage their own learning. Science educators may apply a variety of metacognitive learning strategies in classroom instruction to develop students' affective and cognitive engagement. Furthermore, teachers are encouraged to prepare meaningful activities that can promote interaction among students, giving them the opportunity work in groups and manage their own learning.

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DEVELOPMENT OF THE INTEGRATED PLATFORM OF THE CENTER OF ISLAMIC CIVILIZATION IN UZBEKISTAN

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ABSTRACT

This article presents the results of the development system of the integrated platform of the center of Islamic civilization in Uzbekistan, which is currently developing. With the help of the article, users can see the work on the integrated platform of the center of Islamic civilization in Uzbekistan, which is developing today in a modern and simplified form.

KEYWORDS: *Center Of Islamic Civilization, Integrated Platform, Information Security, Information Technologies.*

INTRODUCTION

Today attention to the values of Islam is increasing in Uzbekistan. In particular, the head of our state, Shavkat Mirziyoyev attaches great importance to our great scientists and their scientific heritage, and great emphasis is placed on educating young people in the spirit of their teachings, knowledge, and tolerance. On the one hand, the world is moving towards globalization, long distances are getting closer and closer, and on the other hand, science and technology are developing rapidly, and human life is changing rapidly. However, economic and technological development presents new problems and issues to humanity[4, 5]. At the same time, “popular culture” Internet addiction is increasingly becoming one of the serious problems facing humanity. This problem does not affect our country. In this regard, the head of our state, Shavkat Mirziyoyev emphasized the need to fight ignorance with enlightenment from the first days of the presidency[1, 2].

It is known that the religion of Islam, the religion of knowledge and enlightenment, created the ground for the development of scholars who made an invaluable contribution to world civilization in Central Asia. Preserving the rich heritage of great scholars such as Imam Bukhari, Imam Termizi, Imam Moturidi, Khorezmi, Farghani, Ibn Sina, Beruni, Mirza Ulugbek, scientific research and transmission to the next generation and the essence of Islam One of the important factors is to convey the teachings of rikengy and enlightenment to the general public through an integrated platform using new technologies[2, 3].

The Main Part

The integrated platform of the Center of Islamic Civilization in Uzbekistan is being developed based on the requirements for the platforms of state organizations. Mainly, it combines the main page, general information about the work of the center's departments, the museum and electronic library parts.

The home page of this platform looks like this[1].

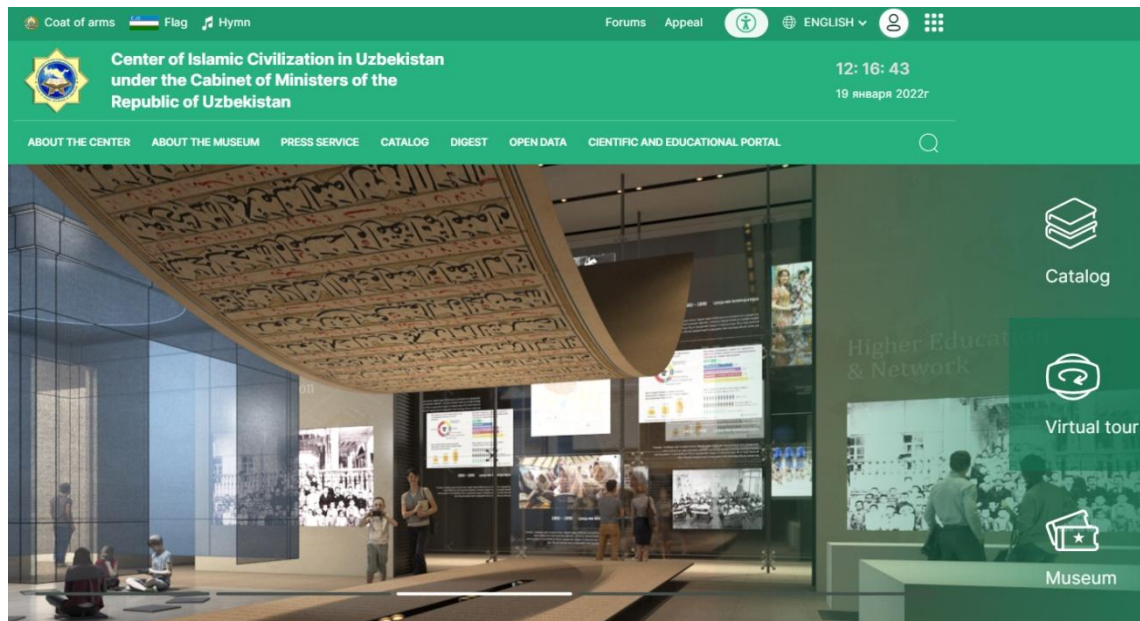


Figure 1. Platform home page
about the center of the platform consists of the following pages.

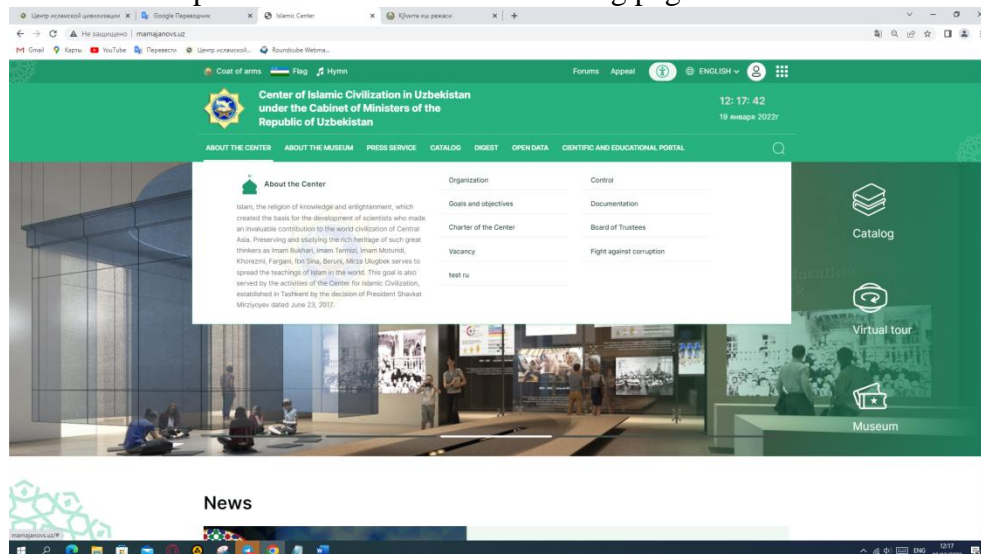


Figure 2. Section about the center

In the Museum of the Center of Islamic Civilization in Uzbekistan, our heritage related to Islam will be displayed on the basis of modern technologies, and the museum exhibition will be viewed remotely.

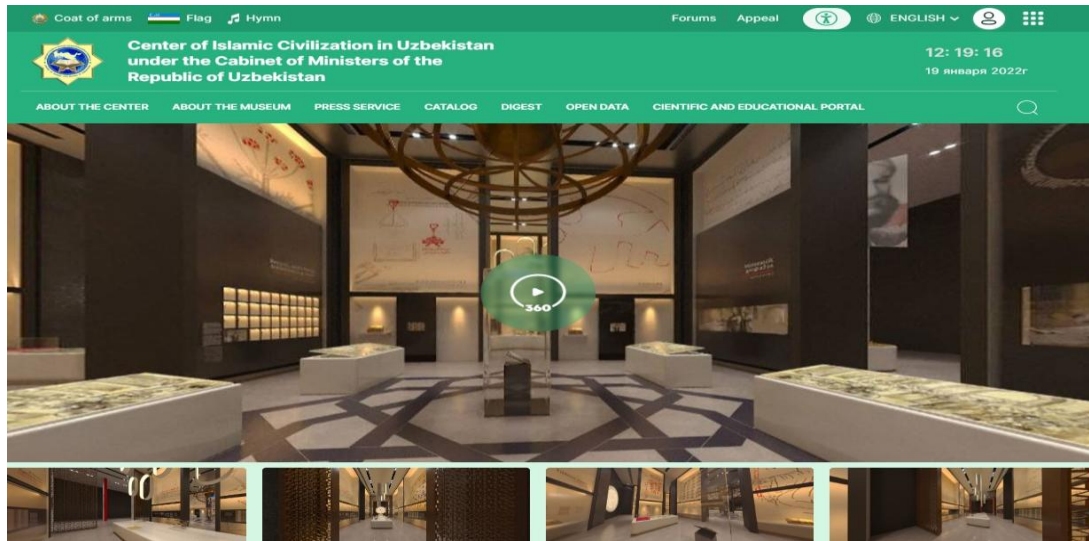


Figure 3. Museum virtual tour page view

Exhibitions are also held in the Museum of the Center of Islamic Civilization in Uzbekistan. In order to make it easier for users, they can get online tickets and get information remotely about the days of the Museum[2].

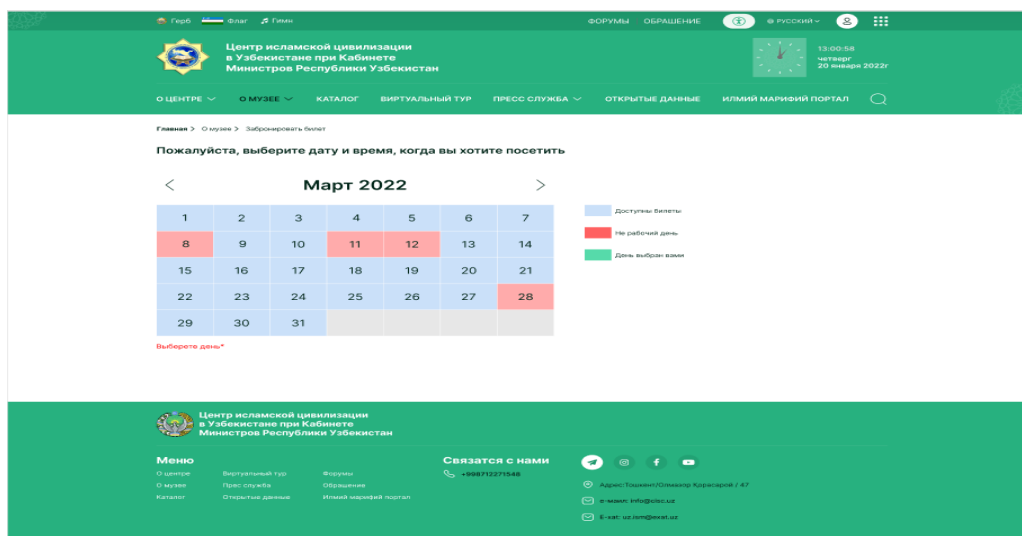


Figure 4 . online ticketing page

s library and archive, manuscript funds are the great scholars and thinkers, saints, scientific and religious schools founded by them, preserved in our country and abroad, ancient manuscripts and lithographic books, historical evidence. and documents, archeological findings, artifacts, modern scientific research works in this direction , books and collections , video and photo documents[2].

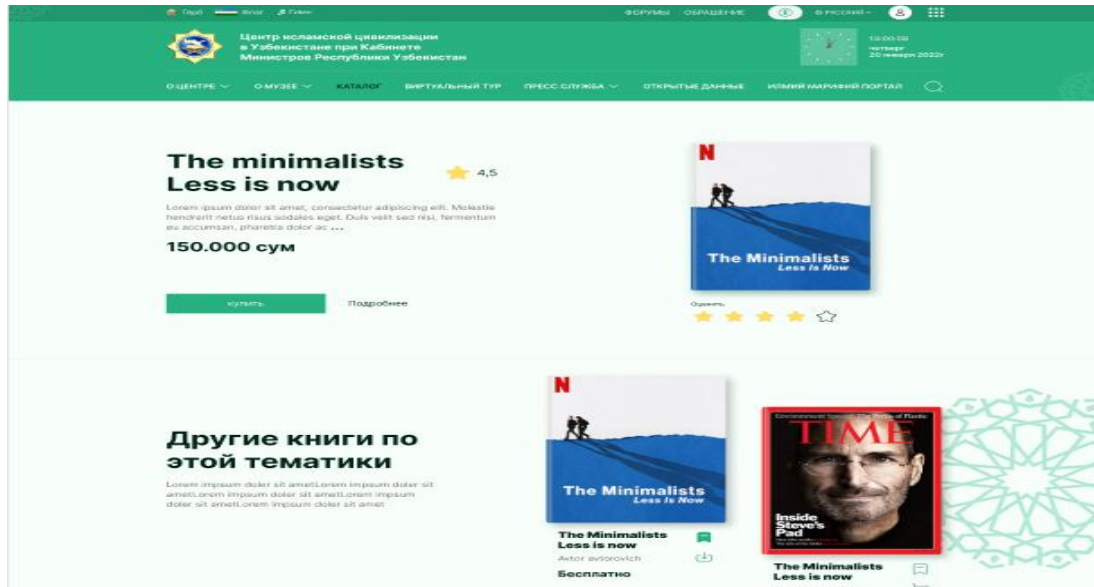


Figure 5. Library page view

CONCLUSION

Today, the Center of Islamic Civilization in Uzbekistan widely promotes the idea of "Third Renaissance - New Uzbekistan", studies the achievements of the country's history in a new period of growth on a scientific basis, delivers it to the general public, and provides examples of material and cultural heritage. It is important that this integrated platform is perfect in delivering modern technologies to our compatriots and young people, which serves as a scientific and educational center that promotes ancient and rich traditions related to Islam.

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ON APPROACHES TO TEACHING A FOREIGN LANGUAGE TO ESP STUDENTS BY ORIENTING THEM TO THEIR PROFESSION

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ABSTRACT

The article deals with vocationally oriented foreign language teaching and its organizational foundations.

A comprehensive analysis of the study of various aspects of this issue and research conducted by scientists in this field have been conducted.

The article also discusses the specific features of vocationally oriented teaching of the English language, the principles and tasks of vocational lingua-didactics, the main principle of vocational lingua-didactics and the current issues of teaching based on the interdisciplinary connection of English with specialized subjects.

KEYWORDS: *The Methodology Of Teaching A Foreign Language, Vocationally Oriented Teaching, Research Methods, Professional Language Didactics, English For Special Purposes, Interdisciplinary Integration, Specialization.*

INTRODUCTION

The goal of the large-scale reforms now being implemented in our country is to glorify man and create conditions for him to lead a decent lifestyle. Science, enlightenment and solid knowledge are the basis for the realization of this goal is. The issue of modernization of educational activities in the higher education system, as the main link of the continuous education system, is the main one that is waiting for its solution today. Professor J. Yoldashev says: "In general, any pedagogical process is based on the pedagogical system. Improving the quality and efficiency of education will always be connected with the modernization, improvement, consistency, and continuity of the education system, and with the innovative activities of teacher-pedagogues, who promote the activity and responsibility of students"¹. Therefore, innovative activity is the demand of the time, and it makes it necessary for every pedagogue to reconsider his activities on the bases of innovative achievements in science².

Today, when the process of information and integration has been intensifying day by day, the further expansion of socio-economic and cultural relations between countries has made learning foreign languages a vital necessity. Therefore, foreign languages, in particular, English, are taught at all stages of the continuous education system in our republic, from pre-school education to post-higher education systems, in all areas and specializations. In this process, students are taught English based on one basic program until higher education, while at the stage of higher

education, there are two directions of foreign language teaching: for philological purposes, i.e. training of future foreign language teachers and non-philological orientation, i.e. teaching language for specific and career-oriented purposes (Language for Specific Purposes, LSP)³.

LITERATURE ANALYSIS

There is plenty of research and observations on this topic. Therefore, in the 1970-1980s, in scientific studies of foreign language methodologists of our country (J. Jalolov, T. Sattorov, A. Soinazarov, etc.), it was determined that the system of exercises in a foreign language should be divided into types of exercises that would also contribute to formation, development and improvement of Uzbek terms. The formative exercise is designed for mastering the language material, the development exercise is for practicing the language material in speech, and the improvement exercise is performed in order to express an opinion in a foreign language, and perceive and understand the opinion of another person, i.e. acquire knowledge, skills and competencies. Receptive and reproductive speech exercises are performed according to the level of speech acquisition, more precisely, depending on the participation of the sense organs and analyzers⁴.

Lev Vladimirovich Shcherba, a well-known linguist and academician, was the founder of the methods of teaching foreign languages in the former Soviet Union.

The contribution of students and followers of L. V. Shcherba (I. V. Rakhmanov, V. S. Setlin, A. A. Mirolyubov, Uzbek scientists, etc.) to the development of the science of methodology and raising it to a high level is great⁵.

A.K. Krupchenko said that professional lingua-didactics arose on the basis of an objective social demand, that is, on the basis of the needs of the specialists of various fields to acquire foreign languages as a tool for the international exchange of information, and experience. This subject was put forward a long time ago by T. Hutchinson and A. Walters in order to teach “English for Special Purposes.”

METHODS

The study of the sources shows that this subject has a long history and its own principles. Until now, more than 300 works on professional language didactics have been created in Western language didactics, in which the main principles of professional language didactics, such as integrative quality, multi-level, modeling, variability, communicativeness, modularity and professional orientation, have been considered.

During the discussion of this issue, a separate branch of science and a unique methodology may be noticed. In the field of foreign language teaching methods, scientific research methods are divided into two - theoretical methods and methods based on experience. The theoretical methods of research include analysis-synthesis, construction of scientific hypotheses, and modeling. Among the practical (experimental) methods, there are well-known and recommended ones such as testing, conducting experiment and purposeful observation. These are general or basic methods. Among the methods of scientific research, auxiliary or special ones are: questionnaires (surveys), tests, timing, interviews, etc.

Professional lingua-didactics as a branch of lingua-didactics is inextricably linked with didactics, professional pedagogy, professional psychology and psycholinguistics, linguistics, communication (dialogue) theory and special sciences, which can be justified by the following:

- Professional lingua-didactics is related to education, so it is inextricably linked with didactics;
- When it comes to personal qualities, abilities, and professional competence in the formation of professional communicative abilities in a foreign language, this in itself shows the connection with professional psychology and psycholinguistics;
- When it comes to teaching a foreign language, of course, professional lingua-didactics is directly related to linguistics;
- The main goal of teaching foreign languages is to teach professional, sectoral and intercultural communication, therefore, professional lingua - didactics is also related to the theory of communication and ethical standards.

A.K. Krupchenko, as the main tasks of professional lingua – didactics, pointed out the following:

- Development of the theoretical and methodological bases of professional lingua-didactics;
- Determination of the main principles of professional lingua-didactics;
- Clarification of the goals of teaching a foreign language for special purposes;
- Determination of the content of professional and sectoral teaching of a foreign language;
- Selection of forms and methods of training specialists in a foreign language;
- Shows such issues as the selection of educational and methodological support and technical means of vocational training in a foreign language.

ANALYSIS

A.N. Kuznetsov described basic and additional principles of professional lingua - didactics, their main principles are the creation of a socio-professional environment, taking into account the requirements of a competency-based approach, integration, interdisciplinary relationship, and direction to the complex formation of professional competencies in a foreign language.

As additional principles, it is noted that a number of principles should be taken into account, such as the age of the language learner, learning problems, modularity, ensuring consistency in language teaching, originality and authenticity of materials.

Based on these tasks and principles of professional lingua-didactics, professional lingua-didactics can be interpreted as a science that studies the theoretical foundations of teaching a professional language, its methodological, didactic and linguistic features.

G. Dadamirzaev and K. Fayzullaev studied specifically the content, form and means of teaching a foreign language in connection with special subjects, which is one of the basic principles of professional language didactics. They emphasize the inter-elemental integration of different academic subjects as an interdisciplinary connection. A. Gasanov, in his work, shows the following types of interdisciplinarity:

- Methodological and conceptual relevance, helping to shape the outlook of the future specialist;
- Interdisciplinarity with content that ensures the actualization of knowledge and skills;
- Educational communication aimed at the formation of important professional personal qualities of the future specialist;

- Methodological relevance based on the connection of the subject under study with the elements of future professional activity.

The implementation of these relations, as we noted, requires the integration of the content, form and means of teaching a foreign language with specialized subjects, which has its own requirements, such as:

- Loss of repetitions in the study of topics in different educational programs;
- The possibility of setting the time limits for the study of individual issues;
- Similarity in the definition and description of scientific concepts, their consistency;
- Combining the potential of teachers of various subjects in the formation of scientific concepts and ideas among students, instilling in them practical skills and abilities;
- Teachers mutual use of students' scientific and technical knowledge, obtained in various academic subjects;
- Fulfillment of other pedagogical tasks due to the specifics of the subjects and the peculiarities of the relationship between them, etc. L. Maletina, Yu. **Karmanovas** use the term "co-teaching" in cross-subject learning, which means that an English teacher and a specialist of the subject conduct joint teaching in an English for Special Purposes class. In their opinion, the teacher of the specialty can provide information and solutions to problems related to the specialty that the teacher of English cannot explain.

RESULTS

Methods of teaching foreign languages, according to prof. Mikhail Vasilyevich Lyakhovitsky, is a science that studies the goals, content, means of education, as well as teaching methods using a foreign language.

A. Shirokikh and others argue that the establishment of interdisciplinarity in teaching English for special purposes lies in the use of authentic materials in teaching (profile texts, video materials). In their opinion, as a result of training based on interdisciplinary communication, the specialist will have a wide range of knowledge, and most exercises and tasks should be based on a communicative approach.

Therefore, close integration of professional methodology and disciplines of teaching a foreign language, development stages and research methods in career guidance, and training is necessary.

This can be learned from the above analysis of the literature and scientific studies.

T. V. Greskaya believes that in the field of medicine the German language should be taught in connection with the Latin language, while it is necessary to take into account the concepts of interference and transposition. According to her, to understand a lexical item in German it is necessary:

- To understand Latin words;
- Know the laws of interference and transposition in the Latin and German languages;
- Be able to distinguish complex words⁶.

CONCLUSION

In a word, in this matter, one can rely mainly on research works and literature within the framework of the higher education system. As a result of the use of authentic materials directly related to the profession and field, interdisciplinary communication in teaching foreign languages in non-philological areas of higher education leads to the enrichment of students' knowledge of the specialty and awareness of the latest news in the field and helps to increase the student's motivation to learn a foreign language. In our opinion, it is important to choose the topic of the English language in connection with the topics of the core subject based on the professional needs of the specialist in integrating the teaching of English with core subjects.

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THEORETICAL-METHODOLOGICAL FOUNDATIONS OF STUDYING THE CONCEPT OF SOCIAL PROTECTION IN ISLAMIC LAW

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ABSTRACT

In this article, the definition and origin of the concept of social protection in Islamic law, its legal and theoretical-methodological foundations are presented. Views on social protection are analyzed on the basis of sources, and its importance is revealed.

KEYWORDS: *Qur'an, Sunnah, Islamic Law, Jurisprudence, Social Protection And Provision, Zakat, Allowance, Charity, Verse, Hadith.*

INTRODUCTION

It is known from history that living together and socializing people as a community is a vital necessity. The prosperous and stable development of society, which is considered the main link of the state, is carried out with mutual help, support and strong relations of its members. Each individual actually need the reciprocal affection of people around him, whether in the form of monetary or spiritual assistance.

It is a well-known fact that all religions and political-economic systems, regardless of whether they have divine origins within their historical processes, have given importance to social protection and developed policies directed at social protection.

In this context, social protection throughout the world is a piece of social policy on the national and global scale. Social policy today, as a phenomenon of the 20th century and a systematic concept that developed economies use, possesses an identity of struggling with every issue that negatively affects societal life or that threatens the integrity of society¹.

Islamic law addresses the question of how to deal with poverty, which is a small aspect of financial rules, as well as the rights of the poor, the eradication of their demands, and the maintenance of their dignity in society. The concepts of "scarcity" and "poverty" are not unfamiliar to mankind. One of all faiths and philosophy of fundamental concerns has long been determining the best way to address the problem of poverty, the difficulties faced by people who live there, and the problems they face².

Main Part: The topic of social protection in the right of Islam is particularly widely studied in the east. In particular, scientist such as Y.Garadovi, M.S-Salih, E.Shenojak, A.Erol, Kh.Saglam, T.Boz, J. A.Mukhammad, I.A.Abbasi, M. Kahf, S.Al-Yafai, N.Khasan³ have studied conducting scientific research on social protection, social security and financial prayers, regardless of the Islamic right to the government. Poverty has a long history in the area and contributes to social protection issues. Additionally, the masses that experience poverty simultaneously mirror the

social protection concepts. The Islamic scholar Yusuf enumerated the unfavorable effects of mistreating priests and offered commentary on each one. These are what they are: Faith is the first thing that poverty has an impact on, then behavior, thinking, family, and community stability⁴.

As a result, the issues with social protection are portrayed as a chain, starting with the person and ending with the family and society. It is vital to resolve them in line with this series while doing so.

The word “social” is derived from the arabic word “community”, “belonging to society”, it means related to the life of a person and society, the stratum, class, society in it, dependent on the public, voluntary (unrequited) service for the needs of the society, belonging to the society, among the public⁵. The word of protection is an arabic word that means “sponsoring by someone, defense, barrier, sponsorship”⁶.

The social protection system provides assistance to people who are unable to work and make a living or who are caring for children and dependents⁷.

According to certain sources, Russian scientist P.I.Novgorodtsev coined the term “social protection” in his writings and also provided a solution to the issues that arose from this knowledge. The formation of the theoretical aspects of “Social protection” has a centuries-old history. This concept was gradually formed and essentially developed. Social protection is the process of implementation of targeted guarantees by the state, aimed at creating the necessary conditions for living and working, supporting the underprivileged⁸. Esping-Andersen, an early theorist of social protection, realized the importance of a broader definition of the phenomenon and developed the concept of social protection regimes as “an integrated, interdependent way of producing and distributing welfare between the state, the market, and the family”⁹.

The term social protection has various scientific definitions. Definitions differ in some respects. But all of them reflect selfless giving of help to people. Social protection - in a broad sense, consists of a set of measures aimed at providing social assistance in the event of a social danger (risk) applied to all layers of the population. In a narrow sense, it envisages social protection of socially needy sections of the population¹⁰.

Also, based on studies in Indonesia, of particular note is Benda-Beckmann’s (2007) description of social protection as a combination of family ,neighborhood, friendship, local communities, religions and secular institutions, including credit groups. All these definitions assume the largest context of analysis to be the nation-state, as it would be the provider of any secular institutions of social protection¹¹.

Analyzing the definitions given above, the term social protection can be defined as follows: “Social protection means comprehensive support by the state and society members of the stratum of society that needs both material and moral support”.

We see the principles that are applications of public social policy of modern social states for the establishment of social protection services for disadvantaged social groups in the Medina Islamic State that the Prophet Muhammad founded as the head of state. The hadith of: "The property that a person leaves behind in their death belongs to their heirs. The burden (social protection) the person who leaves behind debt and an impoverished family, however, belongs to us (the state)" of the Prophet Muhammad, regarding this

matter, expressly demonstrates that the primary duties of Islamic states is service to social segments that need aid and support¹².

The history of social protection in Islamic law dates back to the early days of Islam. There is no specific definition of the concept of social security in Islamic law. The foundation of the Islamic state of Madinah, which was established, can be seen to be based on this idea, which was utilised by our Prophet Muhammad.

the social security system of Islam is Divine in character and based entirely on the Qur'an and Sunnah. It is a system to accomplish the high standard of morality expressed under the term 'righteousness'¹³.

Islamic law had social protection before the modern notion of social protection, and it developed it. Contemporary Islamic scholars, while researching the concept of social protection and the functions of regulated social protection institutions in Islamic law after its emergence, emphasize that these institutions are one of the main areas of Islamic Sharia.

Allama Yusuf Qaradawi shows measures of Islamic law in solving the problem of poverty, which is one of the main issues of social protection as follows:

1. Practice
2. Taking care of poor relatives
3. Zakat
4. State provision
5. Mandatory duties other than Zakat
6. Voluntary donations and personal charity¹⁴.

Conclusion and Recommendations. This research on the theoretical underpinnings of comprehending the notion of social protection in Islam discovered that this concept did not occur in sources under the phrase social protection. That is, the term of this name appeared in the middle of the last century. The terms social security, social justice, social supply, social work, al-takaful al-ijtima are synonymous with the term of social protection. But the social protection system, which reflects the meaning and characteristics of social protection, was formed in the early days of Islam. It manifests itself in the evolution of human relationships within the confines of the social structure of society.

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THE CONTENT OF FORMING MODELING SKILLS IN PRIMARY CLASS STUDENTS

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ABSTRACT

In this article, it is given the content of modeling skills formation in primary school pupils. It is also covered theoretical and didactic basis of using comparison, selection, construction and reformation methods in formation of modeling skills in primary school pupils.

KEYWORDS: *Modeling, Model, Method, Method, Basic Competence.*

INTRODUCTION

Today, large-scale reforms are being implemented in the field of primary education in Uzbekistan. The content of primary education is changing radically within the framework of the national curriculum. The main goal of the implementation of the national curriculum is not only to create certain knowledge, skills, and abilities in students, but also to develop their logical, creative, heuristic activities, and to gain experience in modeling certain objects. The main content of basic competences is the formation of practical skills in students as a result of learning.

Among the basic competences of the students is the deep perception of various educational materials, the clear perception of objects and their representation in the form of certain models. As a result of such modeling, students' opportunities to perform educational and practical tasks are expanded. For this purpose, based on the development of students' cognitive activity, it is envisaged to educate them in a goal-oriented manner. In the course of education, in addition to learning the reality in the environment, students acquire the following skills: observation, analysis, generalization, comparison, classification, popularization, modeling, etc.

The results of the analysis of the process of primary education at the school made it possible to identify a number of cases. In some cases, it is possible to witness an increase in the volume of theoretical materials even when the content of education is selected based on deep foundations. The main goal of the educational process is to make students think deeply, think, and advance productive thoughts.

Educational subjects such as mother tongue, mathematics and the world around us have special opportunities in forming an independent thinking person. Teaching students to think has become a priority goal of school education today.

Today's development of primary education pedagogy shows the need to pay special attention to expanding students' ability to think in the process of solving tasks. Most students aim to do more of the same type of task. They suggest that the more assignments a student completes, the more knowledgeable he or she is. They focus more on students' recognition of objects based on their

external features. Therefore, in the process of completing each task, students try to complete it, paying attention to their external signs. If the students cannot identify the object, they will not be able to complete the task. That is why, when faced with new tasks, students repeat the idea that we did not complete it. They always get used to completing tasks using methods that are familiar to them. That's why the search for new tools and methods of solving tasks, encouraging students to think in this process, is gaining special relevance today. Educators evaluate modeling as a productive method of organizing the educational process.

Learning models have their own characteristics as a tool for improving the quality of education. These features make it possible to ensure the productivity of the educational process. Many specialists P.Ya.Galperin, V.V.Davydov, L.V.Zankov, N.I.Nepomnyashchaya have emphasized the advantage of using the modeling method in the educational process. Therefore, the problem of modeling has been expressed in many studies. These works are devoted to the clarification of pedagogical-psychological and methodical directions of education, and the formation of modeling skills in students serves to ensure the productivity of the educational process. In most works, modeling is interpreted as a means and method of learning. For example, the works of L.M. Fridman, G.A. Ball, Yu.M. Kolyagin, E.N. Turetsky, A.L. Jokhov, A.G. Mordkovich, V.P. Radchenko are among them.

Imagery materials are modeled at the time they are displayed. Verbal and symbolic information is easier for students to understand. These serve to ensure stability of understanding.

In the practice of primary education, not enough attention is paid to the formation of modeling skills in students. In the textbooks, little space is devoted to this issue. Teachers believe that modeling should be done mainly in mathematics lessons. This is definitely the wrong approach. In addition, some aspects of modeling have been studied in methodological studies. Observing the educational process clearly shows the need to use modeling in solving tasks using different methods. The use of graphic modeling methods in solving tasks is also of particular importance in the intellectual development of students.

Teachers should pay special attention to the use of the modeling method in the process of working on tasks. It is important to use modeling in the implementation of planning research in the process of solving tasks. Modeling is of particular importance in solving tasks, and occupies a unique place in the intellectual development and logical thinking of elementary school students. To date, teaching students to model does not occupy a sufficient place in the work of teachers.

Our observations show that students' modeling skills are not sufficiently developed during the tasks. We tried to find out the main reasons for this. It was found that students did not use modeling at all in the planning and research stages when working on solving text tasks. They can work on finished models. However, the formation of new models creates certain difficulties for students.

In most cases, it was observed that teachers did not distinguish between the concepts of model and modeling. Modeling as a method of learning has its own development trend.

Experts have different approaches to the concept of a model. It is necessary to use a number of methods in the formation of modeling skills in students.

Comparison method. This method is used for the purpose of forming the ability to analyze assignment texts. Comparison is important for students to develop abstract thinking skills. This

method is important for understanding the interrelationships of verbal, graphic and symbolic models between subjects. The method of comparison ensures that the students quickly master the educational materials and perform the educational tasks in a high-quality manner. In this, the teacher should teach the students to understand and distinguish the characteristic features of objects, their origin and interrelationship. At the same time, it should be considered to distinguish aspects that will be the basis for comparison, to achieve goal-oriented improvement of modeling skills from lesson to lesson. Attention is paid to the formation of other modes of mental activity in interaction with modeling. The formation of comparative skills can be determined by giving students various tasks and controlling their solutions. For example, "Show the common and different aspects between the subjects you compare...", "... show the signs", "what are the similarities and differences between them?" like

Selection method. The selection method is also of special importance in the formation of modeling skills in students. This method is important for elementary school students to explain their judgments. The content of the task is of particular importance for this. This method is important for understanding the essence of concepts, understanding the general characteristics and content of actions, and developing the relationship between them. The process of completing any task requires a chain of judgments. This allows to justify the naturalness of the different methods used by the students.

Method of reformulation. The method of reshaping is also of particular importance in the formation of modeling skills in elementary school students. This method facilitates the process of understanding causal connections between the studied concepts. Students will be able to generalize the methods of action. At the same time, they manage to master numerical and letter materials. When completing tasks, students' actions are directed to the following: change, highlight, replace, etc. Students can be given a specific task and required to complete it in one move.

Method of construction. This method serves to realize the creative abilities of students. Using this method, students are able to understand the relationship between objects, drawings, and models represented by symbols. They are able to transfer acquired knowledge, skills and competences to new fields of knowledge. Students perform construction tasks as a result of research. This ensures the development of thinking in them. In this case, the teacher directs students to model the main actions based on the following instructions: put the desired symbol, ...build, select, etc.

Organizing the educational process based on the realization of students' creative potential gives them the opportunity to effectively form modeling skills. In addition, the coordination of the formation of students' modeling skills on the basis of the modernization of the educational content is of special pedagogical importance. The implementation of DTS based on the competence approach serves to ensure the effective formation of modeling skills in students. In order to ensure the success of the educational process, it is necessary to form general educational skills and competencies in students. It is intended to expand the possibilities of forming modeling skills among students in each educational subject.

In terms of their content, general learning activities are close to the concepts of general learning skills, general cognitive activities, general activity methods, interdisciplinary learning activities. The issue of formation of general learning skills in students has been widely studied in didactics.

In a broad sense, the issue of formation of learning skills of a universal nature means teaching students to acquire knowledge and apply it. In this process, students will have the opportunity to develop and improve themselves based on the acquisition of new experiences. In a narrow sense, this term represents a set of student actions. These actions involve the acquisition of new knowledge and practical actions for students.

The universal nature of educational activities represents their integrative nature. These skills allow for holistic organization of students' general cultural, knowledge-based and personal development and self-development. In addition, it serves to ensure coherence and continuity between all stages of the educational process. Creates conditions for organization and management of all students' actions, regardless of the subject content. Educational actions of a universal nature allow to ensure the stages of mastering the content of educational materials and the mental abilities of students based on the effective formation of modeling skills.

Learning activities of students of a universal nature determine the basis of education and form four important blocks: learning activities based on personal, management and self-management, knowledge-based, communicative nature. We'll go into more detail on universal knowledge-based learning activities below. Because these learning activities include universal, logical, signs and symbols-based, problem-solving and problem-solving activities.

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PERCEPTION OF SECONDARY SCHOOL TEACHERS TOWARDS INNOVATIVE TEACHING IN RELATION TO ORGANIZATIONAL CLIMATE

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ABSTRACT

Present study is an attempt to assess the level of perception of secondary school teachers towards innovative teaching, compare it with regard to gender and find out relationship between the perception towards innovative teaching and organizational climate of secondary schools. Sample consist of 156 secondary school teachers of Aligarh district of Uttar Pradesh. A self-prepared tool 'Innovative Teaching Perception Scale' (ITPS) was used for assessing perception of teachers towards innovative teaching and 'Organizational Climate Scale for Teachers' (OCST) developed by Venita Singh (2015) for determining the organizational climate of secondary schools. The investigators found that 18.59%, 65.38% and 16.03% of secondary school teachers possess high, moderate and low perception towards innovative teaching respectively. No significant difference was found between the perception of male and female secondary school teachers but a positive and significant relationship was found between the perception of secondary school teachers towards innovative teaching and organizational climate ($r=0.548$, $p<0.01$).

KEYWORDS: Creativity, Innovative Teaching, Organizational Climate, Perception, Secondary School Teachers.

INTRODUCTION

Teachers are true nation builders, torch bearers and agents of progress and prosperity because they are entitled for a noble duty to work for the all-round development of the learners. Every society needs innovators and creators for achieving greater heights of economic growth and prosperity. Teachers can play a crucial role in cultivating and nurturing creative talents among learners. According to Cropley (1999) creativity, in educational context, can be viewed as a special approach to learning which comprises of creative teaching-learning strategies to facilitate

learning. *Rashtriya Madhyamik Shiksha Abhiyan (RMSA, 2012)* tried to define innovation in context of secondary education as-innovation is an idea or approach that aims at bringing out positive changes in secondary education. It further elaborated that innovative ideas/approaches should be promoted if they are capable of pushing the established boundaries. According to Gilbert et al. (2020) educational innovation relies on certain behaviors and dispositions of teachers such as identifying the need to be addressed, being reflective, readiness or making changes and putting ideas into practice and environmental factors such as flexible norms and availability of resources. Khurshid and Ansari (2012) have found that innovative teaching satisfies learning needs of the students at both individual level and group level and is more efficient than the traditional classroom teaching. Nicolaides (2012) pointed out that innovative teaching methodologies would help in forming a learning society in which the individuals can utilize their creative and intellectual abilities to fulfil the goals of transformation and development. Therefore, teachers are required to inculcate creativity among learners. Lunde and Wilhite (1996) highlighted special characteristics of innovative teaching such as effective interaction with learners, openness to change, persistence, reflective practice, specificity in approach, and discipline-embedded pedagogy.

The attitude and perception of teachers towards creativity and innovation have a great impact on their efforts for educating the learners. Teachers' attitude and level of perception towards innovative teaching has to play a crucial role in making the teaching-learning process innovative, therefore teachers must have favourable attitudes and higher level of perceptions towards innovative teaching. Innovative teaching can be briefly defined as- *when a teacher applies his/her creative potential in teaching-learning activities so as to ensure creative ways of learning for learners as well as foster creativity among them.* Sternberg and Lubart (1991) have viewed the intellectual abilities, knowledge, thinking styles, motivation, personality and environment as the essential resources for creative potential in individuals. The perceptions and attitudes of people towards any phenomenon are made up of various personal and environmental factors. Perceptions and attitudes are at times the result of interaction of the individual with the environment. Therefore, Ferrari et al (2009) have also focused ensuring environmental conditions that could cherish the ideas of learners, encourage them to take risks and initiatives while having control on the process of learning. The schools having such an environment which is conducive for the inculcation of creativity may positively influence teachers' perception towards innovative teaching and vice versa.

The study of Gao et al. (2019) has revealed that school climate has a significant effect on students' trait of creativity of and suggested schools to create an open, tolerant, environment for encouraging innovation. To evaluate the level of quality of environment we need to assess the perception of people belonging to that environment. Organizational climate is often discussed when people talk about the working conditions of any organization. Organizational climate refer to beliefs and attitudes of the members of any organization about the organization. Organizational climate comprise of the following four components i.e. leadership, structure and design of organization, interpersonal relations and quality of its members (Koys and DeCotiis, 1991, as cited in Singh, 2015).

In the present study, the investigators tried to study level of perception of secondary school teachers towards innovative teaching and compare the perception towards innovative teaching with respect to gender. The investigators have also tried to study the relationship between

perception of secondary school teachers towards innovative teaching and organizational climate of schools.

Rationale of the Study

The traditional methods of teaching like lecture, chalk and talk and other teacher centric methods are hardly suitable for present day learners. Learners today use smart digital devices and enjoy 24 hour accessibility to internet which provides a lot of attractive ways of knowing the things. Unlike the learners of the past, they no more want to confine themselves to textbooks and classroom notes. Teachers should be innovative in their approach and make classroom environment conducive for students' independent learning and exploration of knowledge. Perception of teachers towards creativity and innovations may influence their teaching style and modify the way they deliver the content to learners. So, in the present study, the researchers have attempted to determine the levels of perception of secondary school teachers towards innovative teaching, to examine whether there is any gender difference in the perception of secondary school teachers towards innovative teaching. As we know that perception or attitude of people towards any phenomenon develops as a result of what people see, observe and experience. Organizational climate of schools can play a very crucial role in promoting as well as curbing the innovative teaching practices in schools. So, the researchers have also tried to find out the relationship between the perception of secondary school teachers towards innovative teaching and organizational climate of schools.

Objectives of the Study

1. To assess the levels of perception of secondary school teachers towards innovative teaching
2. To compare perception of male and female secondary school teachers towards innovative teaching
3. To find out whether perception of secondary school teachers towards innovative teaching is related to organizational climate of the schools or not

Hypotheses of the Study

H₀1. There is no significant difference between the perception of male and female secondary school teachers towards innovative teaching

H₀2. There is no significant relationship between the perception of secondary school teachers towards innovative teaching and the organizational climate of schools

Research Methodology

The researchers have used descriptive research design; the essential information regarding the population, sample, tools and techniques is given below.

Population: Population consists of secondary school teachers of Aligarh district of Uttar Pradesh, India.

Sample: Sample consists of 156 secondary school teachers of Aligarh district, U.P.

Research Tools Used: The investigators administered a self-constructed 'Innovative Teaching Perception Scale' (ITPS) for determining secondary school teachers' perception towards innovative teaching and for measuring organizational climate of schools, Organizational Climate Scale for Teachers (OCST) developed by Venita Singh (2015) was used.

Statistical Techniques: Percentage, t-test and Pearson’s Product Moment Correlation were employed for analyzing data.

Analysis of Data and Interpretation: Parametric tests are used when data is normally distributed. Therefore, normality of the data was estimated by calculating Skewness and Kurtosis for both variables (Perception towards innovative teaching and Organizational climate) as depicted in Tables-1(a) and 1(b) and Figures-1(a) and 1(b).

TABLE 1 (A): NORMALITY OF PERCEPTION TOWARDS INNOVATIVE TEACHING (DEPENDENT VARIABLE)

Sample Size	Mean	S.E. of Mean	Skewness (S _k)	S.E. of S _k	Z-value of S _k	Kurtosis (K _u)	S.E. of K _u	Z-value of K _u
N=156	146.99	.922	-.208	.194	-1.07	.317	.386	0.82

Table-1 (a) shows the Z-values of Skewness and Kurtosis as -1.07 and 0.82 respectively which lie in the range ± 1.96 , so data is normally distributed for perception towards innovative teaching (ITP) (Doane and Seward, 2011). It will be more clear from the Q-Q plot given below as shown in Figure-1 (a).

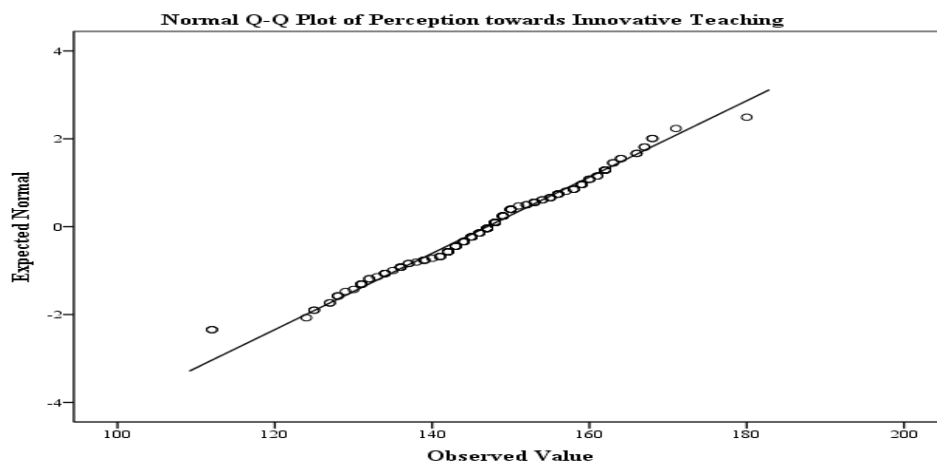


Figure 1 (a): Showing the normality of data for Perception of Secondary School Teachers towards Innovative Teaching

TABLE 1 (B): NORMALITY OF ORGANIZATIONAL CLIMATE OF SECONDARY SCHOOLS (INDEPENDENT VARIABLE)

Sample Size	Mean	S.E. of Mean	Skewness (S _k)	S.E. of S _k	Z-value of S _k	Kurtosis (K _u)	S.E. of K _u	Z-value of K _u
N=156	241.85	2.22	.072	.194	0.37	-.849	.386	-2.20

As indicated in the above Table-1(b), the Z-values of Skewness and Kurtosis are 0.37 and -2.20 respectively which lie in the range ± 3 , so data is normally distributed for organizational climate (OC) also (Huck, Cross and Clark, 1986). It will be more clear from the following Q-Q plot as shown below in Figure 1 (b).

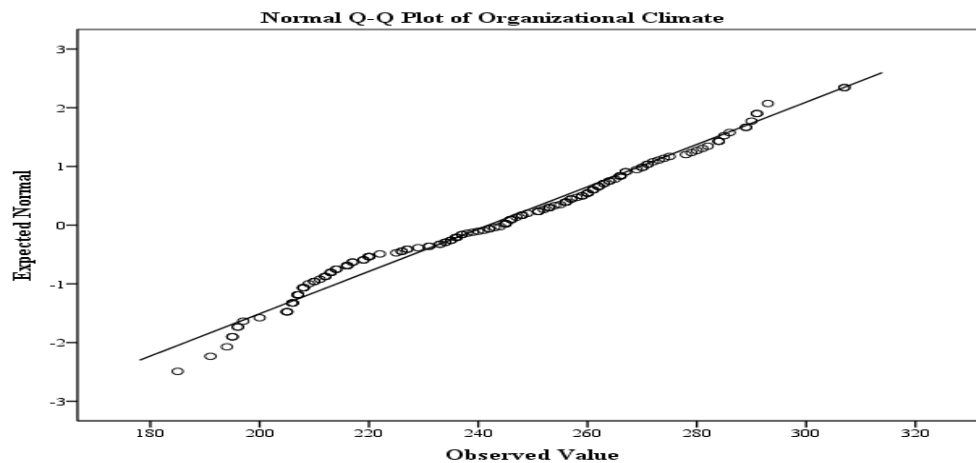


Figure 1(b): Showing the normality of data for Organizational Climate of Secondary Schools

Objective-wise analysis and interpretation are given below.

Objective 1. To assess the levels of perception of secondary school teachers towards innovative teaching

TABLE 2. LEVELS OF PERCEPTION OF TEACHERS TOWARDS INNOVATIVE TEACHING

Levels of Perception towards Innovative Teaching			
Level	Range of Raw score	Frequency	Percentage
High	159 to 180	29	18.59%
Moderate	136 to 158	102	65.38%
Low	112 to 135	25	16.03%
Total		156	100%

As is clear from the above Table 2, out of 156 secondary school teachers 18.59% have high 65.38% have moderate while 16.03% have low perception towards innovative teaching. So, it can be inferred that majority of secondary school teachers have moderate perception towards innovative teaching. The result is also represented in the form of Piechart (Fig. 2) below.

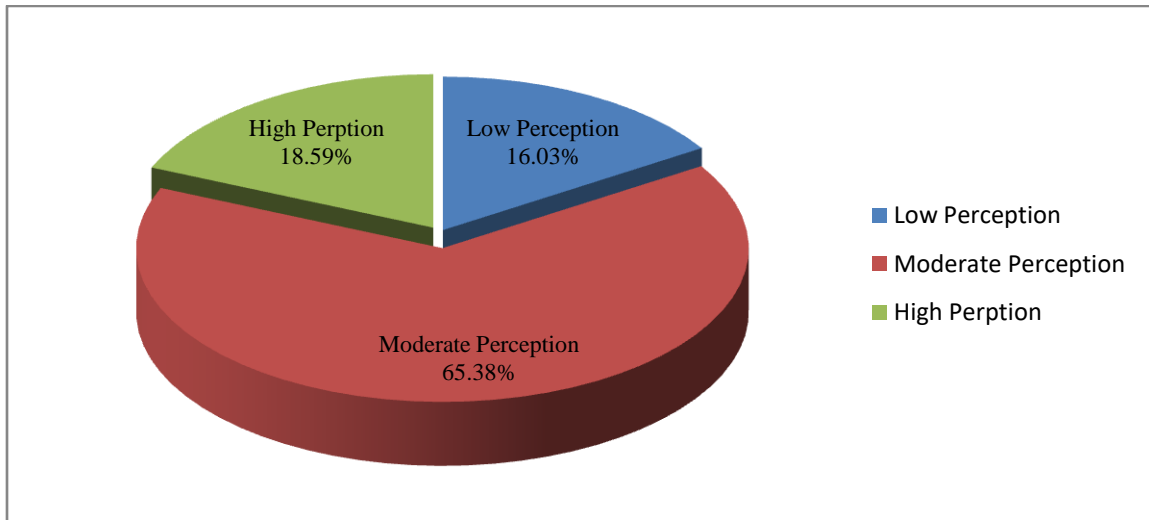


Figure 2: Showing Levels of Perception of Secondary School Teachers towards Innovative Teaching

Objective 2. To compare perception of male and female secondary school teachers towards innovative teaching

Null Hypothesis (H₀1). There is no significant difference between the perception of male and female secondary school teachers towards innovative teaching.

TABLE 3. PERCEPTION OF MALE AND FEMALE TEACHERS TOWARDS INNOVATIVE TEACHING

Demographic Variable	Group	N	Mean	SD	f	t-value	p-value	Result
Gender	Male	76	146.84	12.26	154	0.15	0.88	Not Significant
	Female	80	147.13	10.26				

As depicted in Table-3, the calculated t-values is 0.15 ($p=0.88 > .05$ which is not significant at 0.05 level of significance. So there is no significant difference in the perception of male and female secondary school teachers' towards innovative teaching. Hence the null hypothesis **H₀1**: "There is no significant difference between the perception of male and female secondary school teachers towards innovative teaching" is **accepted**.

Objective 3. To find out whether perception of secondary school teachers towards innovative teaching is related to organizational climate of the schools or not

Null Hypothesis (H₀2). There is no significant relationship between the perception of secondary school teachers towards innovative teaching and the organizational climate of schools.

TABLE 4: SHOWING THE RELATIONSHIP BETWEEN PERCEPTION TOWARDS INNOVATIVE TEACHING AND ORGANIZATIONAL CLIMATE OF SCHOOLS

Total Sample: N=156	Independent variables	Dependent Variable (Perception towards Innovative Teaching)
	Organizational Climate	0.548**

** Indicates that Correlation is Significant at 0.01 Level of Significance

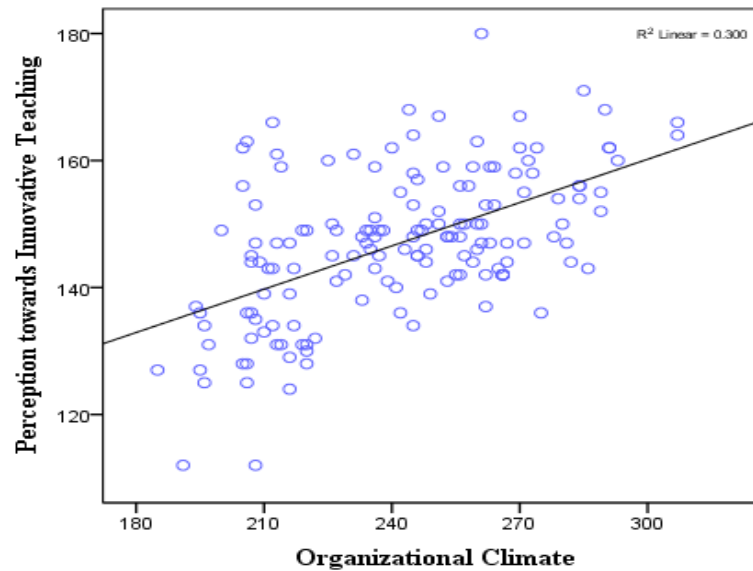


Figure 3: Scatterplot for correlation between Perception towards Innovative Teaching and Organizational Climate of Schools

As is clear from the above Table (4) and scatter plot (Fig. 3), positive and significant relationship has been found between the perception of secondary school teachers towards innovative teaching and organizational climate of their schools. Hence, the null hypothesis **H₀2**: “*There is no significant relationship between the perception of secondary school teachers towards innovative teaching and the organizational climate of schools*” is **rejected**.

Discussion

This study reveals that majority of secondary school teachers (65.38 %) have moderate level of perception towards innovative teaching. On the other hand 16.03% teachers have low perception while 18.59% have high level of perception towards innovative teaching (As depicted in Pie Chart, Fig. 2).

Male and female secondary school teachers do not differ in their perception towards innovative teaching. This means that perception towards innovative teaching is gender neutral. This may be due the fact that both male and female teachers have equal opportunities and inclination towards innovation and equal access to available resources and facilities in their schools. The result however contradicts with Sungkachai, P. (1999) who found that male teachers were having greater perception of innovative values than female teachers. But the result is supported by the studies of Sundararaj (1988) and Savariammal (2011) according to which gender has no significant role in innovativeness of school and college teachers.

Positive and significant correlation ($r=0.548$, $p<0.01$) was found between perception of secondary school teachers towards innovative teaching and organizational climate of secondary schools. This indicates that better quality of organizational climate will lead to higher perception towards innovative teaching. This may be due to the fact that good quality of organizational climate helps in promoting and having good interpersonal relationships, cooperation, collaboration and administrative support which may be helpful in enhancing the perception towards innovative practices. This result is supported by Chou et al. (2019), according to which

organisation's innovation climate is significantly and positively correlated with innovative teaching by using ICT, Chang et al. (2010) found a moderate and significant correlation between level of organizational innovation climate and creative teaching and Ren and Zhang (2015) also found that organizational innovation climate had a significant and positive correlation with idea generation and idea implementation.

CONCLUSION

Majority of secondary school teachers of Aligarh district found to possess moderate level of perception towards innovative teaching, male and female secondary school teachers have almost equal perception towards innovative teaching and perception of secondary school teachers towards innovative teaching is found to have a positive and significant relationship with organizational climate of their schools.

Educational Implications

Based on the findings of the study, some educational implications are listed below-

- a) The educational administrators may pay more attention to improve the quality of organizational climate of all schools, so that congenial and conducive environment may be created for innovative teaching practices. Better quality of organizational climate will result in better perception of teachers towards innovative teaching.
- b) Not only administrators are responsible for creating better organizational climate of schools, rather it should be a collective effort of policy makers, administrators, teaching and non-teaching staff.
- c) Administrators may motivate their teachers to take initiative for innovative teaching and ensure regular and effective supervision and inspection of secondary schools.
- d) Administrators may also provide guidance and essential human-technological support to their teachers.
- e) Teachers are suggested to create a climate of team spirit and collaboration for innovative teaching practices.

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MORAL VIEWS OF HUSSAIN VOIZ KOSHIFI

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ABSTRACT

This article describes the views and opinions of the thinker Hussein Waiza Koshifi on the role of moral education in the harmonious and comprehensive development of the patriotism of the younger generation.

KEYWORDS: *Morality, Morals, Upbringing, "Ahlaki Mukhsini", Humanism, Behavior, Honesty, Courage, Vigilance, Insight.*

INTRODUCTION

Morality is a set of behaviors, manners, and manners of people that are manifested in their relationships with each other, family, and society. We can see in the works of thinkers and enlighteners that morals and morals education is an urgent problem in the history of mankind. Our scholars studied the concept of morality and the problem of raising children morally and put forward special instructions and teachings for the education of a perfect person. One of them is Husayn Vaiz Koshifi, a thinker who lived and worked during the second Renaissance. According to historical sources, Husayn Vaiz Koshifi was deeply involved in ethics in the past.

The thinker's works "Akhloqi Mukhsini", "Risolai Hotamiya", "Futuvvatnomai Sultaniya ekhud Javanmarjlik Tariqati" are popular among the people and served as a model and code of etiquette for many people in matters of education and morals. Alloma understands knowledge and moral education as the main means of revealing social and moral qualities. He emphasizes that it is possible to re-educate a person through knowledge, to develop mental abilities, and the importance of education in improving human behavior and making it positive.

At the center of Koshifi's moral views is the call to humanity, and he understands it in a very broad sense. According to him, people's need for humanitarian virtue is more important than the need for water and fire. According to Koshifi, a person should follow ten rules:

- ✚ "The first is not to act in opposition (opposite);
 - ✚ The second is to wish justice to one's self;
 - ✚ Third - not to reveal the guilt of a person;
 - ✚ The fourth is to forgive (inappropriate, bad) behavior that occurs in everyone;
 - ✚ The fifth is to turn it towards good;
 - ✚ Sixth - to meet the needs of the hungry;
 - ✚ The seventh - suffering for a person;
-

- + Eighth - to restrain one's ego;
- + Ninth - a person appears to the public with a clean face;
- + The tenth is to say a good word to someone"

One of the works that brought Koshifi great fame is "Akhlaqi Muhsini". This educational and moral work was created in 1495 and is dedicated to Muhsin, the son of Husayn Boykara, the Timurid prince, the ruler of Marv. The thinker gives a positive assessment of the work of Prince Abulmuhsin and describes him as an ideal ruler. That is why he named this work "Ethics of Muhsini". The main content of the work is social life, education and morality. This is an instructional work related to the pandnoma genre. In the work of literature, he analyzes society and people, observes on the basis of wisdom and philosophy. All the topics described in "Akhloqi Muhsini" are of great interest to every reader because they encourage good behavior and widely promote the ideas of tolerance. The work consists of 40 chapters, and the initial chapters describe the concepts of prayer, prayer, devotion, and others. In the following chapters, the duties, morals, and relations of the king and high-ranking statesmen are explained on the basis of information about many historical figures. In this work, Koshifi used famous works on ethics and gave quotations and references. That's why he calls himself a composer.

In this book, Koshifi first explains some words and concepts related to morality, and then gives verbal and mental arguments for the reader to follow. Thoughts from "Qur'an" verses, "Hadith" and "Khabar" narrations are narrative evidence, logically based conclusions of following a moral rule are intellectual evidence. Adib based his opinions on the works of Abdulkasim Firdavsi, Nizami Ganjavi, Jalaluddin Rumi and other thinkers. But Koshifi does not exactly repeat these events in his work, but cites them in a new interpretation, in a simple and understandable language.

In the topics, gratitude and patience and its virtues are described, moral qualities such as modesty, purity, nobility, steadfastness, justice, forgiveness, compassion and mercy are promoted. Similarly, Koshifi tries to reveal the essence of the qualities of good behavior and gentleness in his work. It dwells in detail on moral qualities such as trust and religion, loyalty and covenant, honesty. It describes the place of qualities such as gentleness and unhurriedness, thoughtfulness in a person's morals. He emphasizes that courage, enthusiasm, and seizing opportunities are necessary qualities for a person. Koshifi urges the reader to be prudent, to keep secrets, to observe the law, to always associate with good people and to stay away from bad deeds.

Husayn Vaiz Koshifi calls the 10th chapter of "Akhlaqi Muhsini" the statement of Adab and says that "The meaning of Adab is to refrain from bad words and useless deeds, to preserve one's own and other people's honor, and not to spoil one's reputation." 'rif gives. He emphasizes that everyone loves a decent person equally. It is said that if the king and the princes who rule the state follow the rules of etiquette, the people will follow them and do not deviate from the path of etiquette, and if the king's work is in order, the life of the people will be safe.

- + Istoli, Haqdin adab tawfiq,
- + Badab did not find his grace.
- + So, adabdin found light, this sky,
- + They were also polite, malak.

In addition to emphasizing the importance of qualities such as purity, faith, and goodness that bring honor to a person, the order of the courthouse, the attitude towards the army, the quality, morals, work of the ministers and emirs, governors, and even the characteristics of the secret service people who deliver messages to the king, is part of the work "Education of Officials". and etiquette statement" is analyzed in chapter 40. He emphasizes that the kingdom's castle is built on four pillars, and without one of them, the country's important affairs will fail: The first is the emirate, which protects the country's surroundings and protects the king and subjects from the evil of enemies. The second is the ministry, which regulates the power of the king and his officials. Thirdly, as governor, he is aware of the state of the people before the sultan, listens to the complaints of the weak, and gives pleasure to the people of the wicked. Fourthly, the sahib is a messenger, he regularly conveys the news of the city and region, the state of the people and the raiyat to the king. - he lists twelve qualities of emirs and ministers serving in the royal palace.

One of them is to achieve that the people are first at the command of God, and then at the service of the king and governors; secondly, not to forget the blessings given by valene'matni, thirdly, all his intentions should be directed towards the development of the king's work, fourthly, not to do things that cause the people to incite against the king, fifthly, to dress like the king, to imitate his actions not to do it, sixthly, to praise the actions of the sultan that are not contrary to the Sharia, seventhly, to act according to the sultan's client and tabi and not to his client and tabi, eighthly, because of his position and closeness to the king not to be proud, not to exceed the limit, ninthly, to ensure the constant readiness of the sultan's armies, not to displease the armies, tenthly, to keep spies and informers who are constantly tested for the potential and safety of the country, and to control their work, eleventh, the poor and oppressed to deliver the dodi to the sultan, to inform the king of every suitor's request, twelfth, not to oppress his subordinates, how can I be treated when a citizen becomes an emir He says that he should be treated with the attitude that he would have been treated.

The social and moral requirements indicated by Alloma are considered very important for the development of society and the establishment of mutual cooperation, friendship and harmony between people. Koshifi states more than thirty social moral requirements. In the context of these requirements, the social need in the expression of human qualities such as patience, modesty, purity, steadfastness, forgiveness, generosity, generosity, modesty, honesty, courage, vigilance, foresight in the members of society is its own. expressed.

CONCLUSION

In conclusion, the work "Akhlaqi Muhsini" is a book on ethics, both scientific and artistic, created in the 15th century. That's why the author included many poetic examples, instructive stories and narratives. In general, the content of the book, the advanced ideas put forward in it, have not lost their importance even today. These will enrich the oriental concept of morality among today's youth.

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**FORMATION AND SEMANTIC ANALYSIS OF COMPOUND WORDS
WITH THE "FLOWER" COMPONENT IN THE LEXICON OF
FLORICULTURE**

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ABSTRACT

The article analyzes the development and semantic features of complex words created using the "flower" component of the vocabulary of floriculture of the Uzbek language. The article consists of two sections, the first section of which contains reflections on the main linguistic features of compound words, factors of education. And in the second section, compound words with the component "flower" are written by the author in the models "flower + noun", "noun+ flower", "adjective + flower", that is, they are often composed of a combination of words in a defining and definable state, in connection with the meaning, compound words that differ from each other are included in the analysis.

KEYWORDS: *Uzbek Language, Flower, The Lexicon Of Floriculture, Root Word, Simple Word, Artificial Word, Compound Word, Component Of Compound Words, Root Morpheme, Additional Morpheme.*

INTRODUCTION

The lexicon of floriculture of the Uzbek language is being developed and improved, firstly, using the basic vocabulary and grammatical capabilities of the national language, and secondly, using words-terms and affixes borrowed from the languages of other peoples. In the field of floriculture, affixes and syntactic methods in naming a flower (plant), thing, character, action, state, phenomenon, which are used in processes related to floriculture, are the main and most blessed method.

The results of a structural-grammatical analysis of the flower lexicon of the Uzbek language show that the characteristics of the national language are fully reflected in this lexicon. The words of this field have three forms: a) root (root) (*gul, tuvak, barg, tomir, chechak*) words; b) artificial (simple) words (*gulchi, gulzor, begul, gulchilik*) words; c) compound words (*atirgul, gulchechak, gulchambarak, gulshoxcha, tugmachagul, gulqalam, qushgul*).

In this work we will try to reflect on the structure, construction and lexico-semantic features of compound words in the lexicon of floriculture.

So, as we noted above, in the vocabulary of the Uzbek language, in particular, in the floricultural vocabulary, a large number are not only simple (root, flattened) words, but also compound ones. "A compound word. A word that has several linguistic meanings in its composition" [1.143]. Compound words are formed from the union of several cores and the organization of a single

whole [2.15]. For example, such as *oshqozon*, *tomorqa*, *gulko'rpa*, *boychechak*, *gultojixo'roz*, *gulband*, *gulbeor*, *gullola*. Therefore, not only simple words, but also compound ones have their place in the language.

Compound words are the "product" of the syntactic word formation method. In general, the compound words are considered in the status of a single lexeme, without affixes, having more than one (two or more) part with a linguistic meaning, consisting of a minimum of two or more morphemes contained in its own structure of formation. For this reason, compound words have received only one main accent, obey the strict order of the language, have their own form and meaning. "As a result of the semantic and grammatical combination of components in the composition of a compound word, the whole complex becomes one word, from which it will now be possible to make a new word through affix. For example: *temir yul* (*railway* compound word), *temir yulchi* (a man working in the railway system)" [2.15] There are many examples of such a case in the floristic lexicon of the same Uzbek language. For example: *gultuvak* (*flower pot* compound word), *gul tuvakchi* (a person who makes a pot in which a flower grows).

Thus, a compound word is a word consisting of two or more stem morphemes, containing a lexical meaning part. In many cases, the complete formalization of compound words (expressing the full meaning) is related to its syntactically combined features.

In many cases, as a result of the addition of two-stem morphemes in the Uzbek language and other languages, each word loses its meaning and acquires a separate meaning, which differs from word combinations, compound terms, complex terms, and phraseology. As an example of this case, the compound word *gultojixo'roz* in the Uzbek floristry lexicon can be taken, because each component in it acquires a separate independent meaning, but when combined, it forms a compound word. The words *gul*, *toji*, *xo'roz* in these words are far from their denotative meanings.

In terms of meaning, compound words are subordinate to each other, and in this case, the last element acquires semantic importance, and the first one complements the same meaning or defines it in some sense. In the above examples, the first components are logical complements, and the second and third components are determiners.

In many cases, the Uzbek language and other languages show a number of models with formal features and two or more types of meaning when two root morphemes are combined, that is, when they are combined using this method, when the types of word formation interact with each other according to their meanings. For example, in Uzbek *gul* (*tsvetok*), *toji* (*korona*), *xo'roz* (*petux*); *-gultojixo'roz* (*petushinnye grebeshki*) and others.

In the Uzbek language, "*gul*" is used as a functional component in the formation and structure of many compound words. If this lexeme ("*gul*") belongs to the group of phytonyms, it is considered a hyperonym, because it is a component that semantically defines the types of several lexemes, such as *atirgul*, *lola*, *boychechak*, *qizg'aldoq*, *gulchechak*.

It is known that a hyperonym is a word or a combination of words that means a species, and it also means semantically generalized concepts, for example, *gulchi* and *atirgulchi*; *ignabarg daraxt* and *sosna daraxti*; *tugmachagul* and *oq tugmachagul*; *rangli andqizil gul*. A hyponym is a word or phrase used and generalized in relation to a special member of a family or clan, a kind of hyperonymy [3, 13]. Therefore, the lexeme "flower" in Uzbek is considered a hyperonym used in relation to all flowers. According to researcher A. Ganiev: "Their components have not yet been

studied in Turkology in the formation of a compound word. Even the concept of "word formation through components with an attributive relation" is not found," he said. Thus, the history of research based on word formation using components with attributive settings is actually just beginning [4,95-99].

The exact data of the Uzbek language indicate that the lexeme "gul" is a component in compound words, it has two characteristics in attributive relations: in one case, "gul" is a component in the dominant attributive relations, and in the other it is a subordinate component. Let us turn to the analysis of semantic and functional features of compound words with the component "gul", presented in the five-volume "Explanatory Dictionary of the Uzbek language", published under the editorship of Madvaliev.

The first volume of the "Explanatory Dictionary of the Uzbek language" contains the following compound words, in which the following component "gul" took part: *gulbadan, gulband, gulbarg, gulbahor, gulbeor, gulbog', guldasta, guldon, gulyor, guletim, gulkaram, gulkosa, gulko'rupa, gulmix, gulra'n, gulmoh, gulrux, gulsapsar, gultoj, gultojbarg, gultojixo'roz, gultuvak, gulhayri, gulxona, gulchambar, gulchelak, gulchiroy, gulqaychi, gulqand, gulyuz, gulqog'oz, gulg'uncha, gulhamishabahor* [5,516-522].

Component compound words "gul" in Uzbek are made on the basis of the following models:

1. Model "flower + noun". Within the framework of the attributive relation followed in the compound words based on this model, the compound words with the "gul" component can be divided into the following microgroups:

- a) The flower component is used as the name of things that are used in household types of services: such as *gulkosa, gulkurpa, gulmix, gulqand, gulqog'oz, gultuvak*;
- b) The flower component is used in the compound word as the name of things belonging to the phenomenon of meronymy: such as *asgulbarg, gulpoya, gultoj, gulg'uncha, gulchexra, gulchambar, gultojbarg*;
- c) The flower component denotes the name of the plant: *gulra'no//guli ra'no*;
- d) The flower component comes to understand the meaning of the seasons of the year: *gulbahor, gulxamishabahor, gulsumbul*;
- e) Flower component used as the name of colors: *safsargul, gulsapsar*;
- f) The flower component refers to the social origin of a person: *guletim*;
- g) The flower component refers to the sign: *gulbeor*.

2. Model "noun + flower". In compound words formed on the basis of this model, the "flower" component determines the dominant attributive attitude. They can be analyzed by dividing them into the following microgroups:

- a) The flower component is used as the name of things: *kosagul, karnaygul, panjaragul, tugmagul, qamchingul*;
- b) The flower component is used in the compound word as the name belonging to the place Name, Place, time, to which address: *qashqargul, quqongul; namozshomgul*;
- c) The flower component refers to the name of small creatures: *kapalakgul*;

d) The flower component refers to the name of various flowers: *nashagul kartoshkagul, pechakgul, tupgul, chinnigul*;

e) The flower component is used as the name of the fabric: *shoyigul, baxmalgul, atlasgul*;

f) The flower component is used as the name of things that have a meronymic character: *chamandagul, shapaloqgul*;

g) The flower component in the compound words means a zoonym: *bo'rigul, qo'zigul*;

h) The flower component is used as the name of unknown objects: *sanbitgul, xorgul*;

3. Model "adjective + flower": like *sapsargul, ko'kgul, qizilgul, qoqigul*.

In Uzbek, the lexeme "gul" in compound words with the component "gul" can be divided into two groups according to its general semantics, whether it is in its denotative meaning:

a) To the lexeme compound words "gul", which in semantics has a denotative meaning;

b) Compound words with the lexeme "gul", which did not have a denotative meaning in semantics;

The first group of this classification includes such compound words as *nashagul, kartoshkagul, pechakgul, chamandagul, shapaloqgul, namozshomgul, sapsargul, kukgul, qizilgul, qoqigul, karnaygul, kosagul, panjaragul, tugmagul, qamchingul, gultuvak*.

The second group of this classification includes *guletim, gulkurpa, kosagul* and other compound words with the "gul" component. In the semantic structure of the *kosagul* lexeme, both components "kosa" and "gul" do not retain their denotative meaning. The word *kosagul* is generally used in a figurative sense, meaning *qadaharlarni to'ldiruvchi* or *sharob quyuvchi*.

At this point, it should be said that today in the lexicon of popular colloquial speech and dialects, there are common words that are not given an explanatory dictionary, and recording them from the popular speech is one of the urgent tasks. Collecting them and studying them from the point of view of language can provide valuable information for the sciences of Uzbek dialectology and lexicography, lexicology. *Gulbeda* (dried Alfalfa) I fedsheepwith *gulbeda*. *Guldo'z*-a pattern on decorative items such as a rosette, a flower tailor (craftsman). *Salima* is a good *guldo'z*. *Guldo'zi*-with floral embroidery (cap). *Gulmix*-hooded nail. *Gulmomo* is a smallpox that comes out in young children in spring. *Gulpoya*-water flowing into furrows before the flowering of cotton [6, 72-73].

In addition, the lexeme "flower" is used in several proper nouns, that is, female and male names, and here it goes out of the general appellative lexicon and loses its denotative, i.e., original meaning. Our fathers and mothers give their sons and daughters many names with the word flower in order to "make them bloom like flowers": 1. Male names: *Gulmurad, Gulmirza*. 2. Female names: *Gulhayri, Gulistan, Jumagul, Danagul, Gulqiz, Chamangul, Bonugul, Oygul, Guloyim, Gulshan, Gulnoza, Gulchehra, Gulbadan, Gulbahor, Gulnora, Gulruhsor, Tozagul* and others.

Even the lexeme "flower" is used on the basis of several phraseological, paremiological and euphemic units in the Uzbek language, for example, *yigitning guli, ovqatning guli, bahor guli, gul sulimoq, gul tergani ketmoq, gul uzmoq, gul umrining mash'ali sulmoq* and so on. The

phrases such as *gul sulimoq*, *gul tergani ketmoq*, *gul uzmoq*, *gul umrining mash'ali sulmoq* mean euphemism and are spoken of in relation to the death of people of different ages.

In general, the flower component is made of compound words, and the semantic structure has a complex structure. The flower lexeme has its place in the formation of compound words. In the formation of such compound words, the flower as a component appears in the process of communication and interaction of people with meanings that have grown out of its chief meaning, according to the situation and demand of speech. Compound words with a floral component in our language are realized in speech and are widely used in various meanings. In this case, the language serves to express the different attitudes and concepts of the owners. Widely used in the expression of enlightened, cultural and moral views.

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HIGH SPIRITUAL YOUNG PEOPLE ARE THE PROSPECTS OF THE COUNTRY

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ABSTRACT

In the article, the important factors of the formation of the spirituality of young people are scientifically analyzed, the importance of wide use of the opportunities of sciences that reflect special topics in the content of explaining to young people that religious knowledge does not negate worldly knowledge, the role of experts in shaping the worldview of young people, developing new thinking in them It has been revealed on a scientific basis that it is incomparable.

KEYWORDS: *Youth, Spirituality, Mentality, Language, Values, Traditions, Sense Of The Motherland, Eastern Spirituality And Oriental Charm, Modernity, Popular Culture, Science Of Education, Immunity.*

INTRODUCTION

In order to further improve and increase the effectiveness of the social reforms implemented in our country, to activate the participation of young people in such changes, it is necessary to form both religious and secular sciences in them. It is important to make wide use of the possibilities of subjects that reflect specific topics in the content that explain to young people that religious knowledge does not negate worldly knowledge. The role of specialists in shaping the outlook of young people and developing new thinking in them is incomparable. The future and well-being of our planet depends on the kind of people our children grow up to be. Our main task is to create the necessary conditions [1] for young people to show their potential. From this point of view, the formation of both religious and secular knowledge among young people today is of great importance. It is important to involve religious scholars in this process, to raise patriotism in young people, to increase their human qualities by focusing on issues such as the main purpose of any religion, its characteristics, place and role in the development of society. It is reflected in pride in the country's past, present, and future. That is why, in today's conditions where a new society is being built in our country, "The feeling of the Motherland, the concept of the Motherland should be as holy as a place of worship, pure and great as a place of worship... The feeling of love for the Motherland, which is a sacred heritage from our great ancestors, should become a real belief, a real belief for our children today and for our future generations..." [2; 82]. The content of the conceptual idea of "loving the country is from faith" reflected in our hadiths, and the issues of encouraging knowledge, which are repeated most often in the Holy Qur'an, should be achieved in a reasonable way to inculcate in young people. Patriotism is extremely versatile and constantly improves and develops in the process of historical, social, political, and economic development. The more people understand the interests, value, fate, and

prospects of the country, the higher the sense of patriotism in people. This process is endless. A person will never develop complete patriotism. Different stages of historical, socio-political, spiritual development exaggerate new facets of patriotism. Therefore, the sense of patriotism in each person is related to the development of society. [3; 6]

If it is not possible to eliminate the existing problems in this direction by involving religious scholars, then it is considered appropriate to organize short-term special courses for specialists teaching "Education" in secondary schools, which will increase their religious knowledge. Only then will it be possible to more widely achieve the expression of important issues within the scope of this educational subject in the life of students.

The existence of important factors that distinguish each nation from one nation to another ensures the stability of the national mentality, as well as having an important place in the development of society. Among these, all the citizens living in this country, regardless of their nationality, adhere to a set of characteristics such as language, good customs, traditions, values, and oriental grace, which in turn causes the unity and cohesiveness of the citizens of this society. When it comes to this, our citizens of Russian nationality, who have lived in Uzbekistan for many years, visit Russia either on a trip or on a business trip, and say - "We remain Uzbeks, our thinking and our attitude to life and people are different from theirs, to us Uzbeks." The kindness and mutual support of the people have been ingrained so much that as a result, it was difficult for us to base relations between many people in Russia only on interests. Therefore, it is necessary to pay attention to the wide use of various (visual, verbal and non-verbal) methods in instilling such qualities characteristic of our people in the young generation. It should not be forgotten that preparing videos aimed at this goal (promoting Eastern spirituality and culture) and focusing on their distribution through TV, Internet, and social networks will also have a good effect. Because in the process of rapid globalization, the role of our national traditions and values in preserving the nation, the people, and protecting it from the influence of various foreign ideas is incomparable. It is these national characteristics that, when the time comes, serve as immunity against various "modernities" and "mass culture".

During the former Soviet era, the socialist system sought to make everyone equal. At the heart of this system, a person's free thinking and full manifestation of his capabilities were limited. All citizens could express their views only based on the interests of the existing political system. Today, on the basis of pluralism (that is, diversity of opinions, diversity of views), opportunities have been created to promote ideas that serve our development in all aspects. However, today's youth should not behave like many Western youth (in a state of harsh, surbet-like counter-opinion in the tone of lack of education towards adults) in expressing their free opinions. Because one of the aspects of Eastern democracy that is different from Western democracy is determined by the fact that we even express our opinions with Eastern grace and compliance with Uzbek education norms. Unfortunately, today, along with the interest-based relations coming from the west, we can come across a false philosophy that you can freely express your opinion wherever you want, in fact, that is what democracy is all about. So, we should pay attention to inculcate the feeling of Uzbek tolerance in today's youth. In the process of education, it is important to inculcate the values specific to our historically formed national mentality, to take into account the internal capabilities and genetic characteristics of students. That is, if we approach the issue from a historical and genetic point of view, the attitude of our ancestors towards adults and people in general over the centuries is characterized by their nobility, humility, kindness, and mutual support. We want to say that by paying attention to the

content and forms of these aspects, it is possible to achieve great results if attention is paid to expanding the weight of practical training in the course of the lesson (in the lesson of Education).

Our great goals ahead of us - the great future of our country, our tomorrow, our free and prosperous life, and how Uzbekistan will occupy a place in the world community in the 21st century - all of this depends, first of all, on what kind of people our new generation, growing up, will grow up to be.

Every person who wants the future of our country, the happiness and prospects of his descendants, regardless of who he is and what kind of position he holds, should not stay away from the issue of spiritual and ideological education of our children. Today, no one has the right to be indifferent to this very important issue. In the conditions of national independence, it is of the utmost importance to educate a mature generation of people who are loyal to their homeland, nation, motherland, nation, and parents. In the updated state system, the content, goals and tasks of education have also been updated. This update differs, first of all, in that education is viewed on the basis of humanism and the principle of democracy. The principle of humanization and democratization of education serves as a program for the development of creative activity and independence of students, student-educators, and their cooperation in the implementation of various socially useful works. Creative activity, intellectual intelligence, moral potential, formation of a scientific worldview have a special place in young people. Each period has its own educational methods and tools. An important direction of personality education is ideological education. This is the process of purposeful formation of philosophical, political, legal, religious, aesthetic, moral, artistic, professional views on life in the system of human consciousness and concepts. Any educational process is ultimately, in its purpose and essence, ideological education. Because whether we take a family, a kindergarten, a neighborhood, a school, special schools, vocational schools, a university or an academy - the education and upbringing processes provided in all of them are aimed at expanding the worldview of students and listeners, enriching their minds with scientifically based knowledge and for the sake of society and its development. will be directed to perfecting the necessary qualities. These activities serve to expand the child's understanding of the world, the laws of development of the universe, the peculiarities of human relations, the principles of morality, and beauty. This is literally the foundation of ideological education. Therefore, there cannot be a person without an ideology, a group, a nation, a people, a society without an ideology.

Education is a continuous process of creative research. There is a need to systematically study and generalize positive experiences in educational activities, popularize them among trainers, departments and other higher education structures. Accordingly, the concept of education in higher education needs to be regularly creatively developed and enriched. He is always open to the changes that life itself requires.

But if it is limited to theoretical knowledge and it is not possible to turn the mentioned important qualities into skills, then it is observed that the young generation will be under the influence of "modern" characteristics, and as a result, they will become victims of the process of disappearance of our oriental national characteristics.

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HISTORICAL CONDITIONS AND SOCIAL, POLITICAL, LEGAL FACTORS IN THE FORMATION AND DEVELOPMENT OF SOCIAL PARTNERSHIP

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ABSTRACT

This article focuses on the role of social partnership and its main aspects and factors. In it, the author reveals the historical conditions and social, political, legal factors in the formation and development of social partnership.

KEYWORDS: *Society, Civil Society, Civil Society Institutions, Social Partnership, Principles Of Social Partnership, Development Dynamics Of Social Partnership, Employment.*

INTRODUCTION

The formation of a strong civil society is primarily a phenomenon related to a person's understanding of his place in society. In many developed countries, although the formation of the foundations of civil society has been achieved to a certain extent, the process of its further improvement continues. Civil society is closely related to the rule of law in a certain sense. They cannot exist without each other [1].

At this point, it should be noted that the formation of a democratic legal state and civil society in our country is the main goal of all the processes that have taken place and will be implemented in it. Democracy is an important condition for reforms in our society. Democracy is manifested in the fact that the freedom and equality of citizens are enshrined in laws, the means and forms of public power are established in practice, and the rights of society members are guaranteed. A civil society based on democratic principles means a society in which the common interests of society members are ensured, the rights of citizens are fully guaranteed, and conditions are created for human development in all aspects. In turn, "Generally recognized principles of civil society," believes Akmal Saidov, "are periodically and always implemented in our conditions." Relying on traditions, their effective use along with renewal helps the stability of the society in the period of democratic reorganizations" [2].

Here it should be noted that one of the generally recognized principles of civil society is social partnership.

Today, special attention is being paid to the formation of the model of social partnership in our country. Because the introduction of mechanisms of social partnership serves to eliminate the conflicts that may arise in the society. Implementation and development of social partnership models and their mechanisms is a complex process.

In most philosophical and socio-humanitarian literature, the concept of "partnership" is defined and classified from different points of view [3]. At the same time, in many cases, this concept is considered very subjective, based on the methodological and paradigmatic points of view of scientists. According to our point of view, in contrast to strict legal norms, social partnership implies a certain degree of discretion in the relations between social entities. From this point of view, it is appropriate to distinguish the modern stage of the development of socio-philosophical knowledge about social partnership in order to systematically study the issue of the formation of the social partnership system in Uzbekistan.

Despite the increase in the number of speeches devoted to the problems of social partnership, theoretical studies of a number of issues related to this phenomenon, as well as their practical application, they require more in-depth study.

Social partnership also means solving possible conflicts in society in an acceptable way, forming and supporting economic, social and political stability in society. Also, there are three priority factors for the regulation of social-labor relations in a society oriented to the market economy, which are based on the recognition of the partnership of wage labor and capital: economic, social and political (forms of labor organization, change of wage worker and employer relations in the production process; improvement of the social structure in society; organization of trade unions; strong social policy in the state; development of democratic principles in the management of society, etc.). Today, a social partnership is being formed with signs such as mutually beneficial cooperation of social entities, social dialogue, equal rights and interests, assumed obligations.

As mentioned above, today there are different views on the concept of social partnership. The analysis of monographic studies dedicated to the research of various aspects of social partnership shows that it is important to thoroughly study the role of social partnership in the development of civil society institutions. In this regard, it is important to note the following aspect: social partnership is a special type of social relations characteristic of civil society, which provides the most favorable balance for mutual cooperation of state and civil society institutions. In such relations, social partnership is a unique system of socio-political relations between the state and civil society institutions, which provides for the conflict of interests and ways to resolve it. Social partnership is closely related to other socio-political processes.

In our opinion, social partnership in civil society means a new management method, a more rationalization of the interaction between state and civil society institutions. This method focuses on improving the relations between the state and civil society institutions based on the established forms and principles in accordance with the spirit of the times. In this sense, for the development of civil society, first of all, the relations between the state and civil society institutions should be regulated by legislative acts in the field of social partnership, that is, they should be covered by the "sphere of influence" of legal documents. Thus, state and civil society institutions, their representative bodies, defining socio-political relations, determining their socio-economic tasks, taking into account mutual interests in individual cases, and gradually improving the mechanisms of the implementation of forms of social partnership between them is an important condition for the development of civil society.

Social partnership relations lead to the strengthening of social cohesion and become the basis for recognition of Uzbekistan in the world community as a country based on the legal, democratic principles of human freedom, citizenship, tolerance and liberal economy. On the other hand, the study of the social nature of the problem of social partnership teaches the citizens of our country

to find a compromise solution for socially important issues with state bodies and public organizations.

The experience of the developed countries of the world shows that social partnership has a special place in providing and protecting the interests of various socio-political groups and classes, solving urgent economic and socio-political tasks, strengthening stability in society, and helping to form a social-legal state and civil society. In any country that implements the principles of social partnership, the national economy, business activity will develop steadily, and the standard of living of the population will increase.

It is no coincidence that the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, in his address to the Oliy Majlis, emphasized the importance of "widening social partnership with non-governmental non-profit organizations at the level of the country and regions, increasing grants and social orders" and that the ministries and agencies should also "expand social cooperation" [4].

It is known that in recent years, a number of important regulatory and legal documents on the development of social partnership in Uzbekistan, including the Laws of the Republic of Uzbekistan "On Social Partnership", "On Openness and Transparency of the Activities of State Authorities" and "On Public-Private Partnership", The comprehensive program of the Republic of Uzbekistan aimed at the development of social partnership was adopted.

It should be emphasized that the legal state cannot be imagined without the implementation of the principles and values of social partnership, because they provide the necessary ideological stability to the state. "Social partnership" refers to any relationship that recognizes the principles of human rights and freedoms, dignity, social justice and mutual solidarity. Social partnership is a set of traditional and cultural values, moral and ideological foundations that govern the nature and direction of relations between representatives of state structures and non-profit organizations in ensuring the stability of society, taking into account the interests of all layers of society.

Based on the research conducted by local and foreign scientists, it can be noted that social partnership is a broad concept, and its content can be interpreted from the point of view of both labor relations and beneficial relations between state and civil society institutions. In the narrow sense, social partnership is a form of specific relations between labor or state and civil society institutions. In a broad sense, it is a mutual special partnership of social groups, regardless of the object aimed at carrying out such relations, that is, not only labor relations, but also in other areas, including the improvement of legislation aimed at strengthening the mutual cooperation of state and civil society institutions, and the implementation of socio-economic programs. to be, the common interests of state and non-state organizations in a single field are also understood.

In general, today our country is living with the lofty goals of forming a legal democratic state, and a civil society based on it. Formation of national statehood, formation of new economic relations and legal system became the decisive basis of our independent development. At the same time, the path we have traveled shows the tasks that must be solved today in order to achieve the goals before our country.

First, to form the spirituality of a free civil society, in other words, to educate perfect people who are free, who know their rights well, who believe in their own strength and intelligence, who see their personal interests in harmony with the interests of the people and the Motherland. consists" [5]. That is why bringing up the young generation, who are the successors of the development of

our society, both physically and mentally, has become an urgent problem of today. Therefore, it is a vital necessity for Uzbekistan to choose a unique and appropriate way to establish a democratic civil society, and this work cannot be done without morally renewing the society and raising a new generation.

Secondly, it is necessary to realize that the development of theories, ideas, thoughts and opinions based on scientific point of view, fully compatible with the requirements of the modern state and society, and our national interests, is the demand of the times.

Thirdly, the activity of NGOs is of particular importance in the moral development of society, the application of legal democratic principles in all spheres of society and the formation of civil society. After all, as political scientist-scientist M. Kyrgyzboev noted: "... one of the unique features of civil society is voluntary membership in all state and non-state public organizations in the system of its institutions. This rule, firstly, shows a high level of democracy in the society, and secondly, it means that the social consciousness and activities of the members of the society are high" [6].

Fourthly, the old-fashioned way of thinking and stereotypes of thinking are a serious problem in the way of modernizing our country and building a strong civil society. Getting rid of these patterns of thinking is one of the important factors that will ensure the success of our reforms.

Fifth, establishing a civil society based on eastern democracy in Uzbekistan is one of the main goals of our country's development. In this sense, eastern democracy means peaceful resolution of any controversial issues, free exchange of ideas, reaching a conclusion that represents the interests of all citizens, and eliminating any ideological pressures based on the prejudices and reasoning of the peoples of the East, which have been formed over the centuries. and ensuring a prosperous life.

sixthly, the institutions of civil society have a deep symbolic meaning as a constantly repeating, organizing tool of the mutual relations between the state and society, their specific normative rules. In other words, civil society institutions are also symbolic and legal indicators of the development of national, spiritual, legal, socio-political and economic spheres of society.

Based on the above, it can be said that the state and civil society institutions are completely objectively interested in social partnership, because it achieves the socio-political stability of the society, its development, socio-economic development, which creates the ground for reaching the peak of civil society formation. In particular, the result of consistent reforms in the field of development of state and civil society institutions, and measures aimed at improving the legal framework, is the most important guarantee of the formation of a legal democratic state and a strong civil society.

In conclusion, it can be said that, first of all, at the present time in Uzbekistan, difficult but energetic and consistent processes are taking place, such as the democratization of all spheres of social life, the realization of citizens' political and national identity, the formation of new democratic values, the construction of an open democratic, legal state, and the formation of civil society institutions. Secondly, since the foundation of the reforms being carried out today is to build a civil society and a democratic legal state in our country, it is one of the most urgent issues that we work together to achieve this goal.

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STRUCTURE OF COMORBIDITY IN IDIOPATHIC THROMBOCYTOPENIC PURPLE

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ABSTRACT

Idiopathic thrombocytopenic purpura (ITP), or primary immunethrombocytopenia (ITP), is an autoimmune acquired disease characterized by isolated thrombocytopenia with a platelet count below $100 \times 10^9/L$. It can manifest itself as a hemorrhagic symptom of varying severity - from petechial skin hemorrhages to life-threatening bleeding. Both children and adults get sick. The etiology of ITP is unknown. That's why it's called "idiopathic". Among the trigger factors, the largest group is infections, pregnancy, as well as vaccinations, and stress.

KEYWORDS: *Idiopathic Thrombocytopenic Purpura, B-Lymphocytes, T-Lymphocytes, NK Cells, Macrophages, Group Of Diseases, A Re-Examination.*

INTRODUCTION

It is known that the dominant mechanism for the development of thrombocytopenia in ITP is due to the production of autoantibodies to the structures of the platelet membrane and their precursors - megakaryocytes, which lead to increased destruction of platelets by phagocytes, mainly in the spleen, less often in the liver, and insufficient production of platelets in the bone marrow. ITP patients produce mainly IgG autoantibodies against platelet surface glycoproteins GPIIb/IIIa or GPIb/IX. The process of formation of an immune response to one's own platelets is complex, multi-stage, cyclic. It involves B-lymphocytes, T-lymphocytes, NK cells, macrophages. In addition to antibody formation, a large role in the pathogenesis of ITP is played by subpopulations of T-lymphocytes, the development of an imbalance in the T-cell link of the immune response. A relationship has been found between ITP and some candidate genes, which also indicates the presence of a genetic predisposition to ITP.

Given the associated pathology, the patient develops a certain phenotype of the disease. Thus, the pathogenesis of ITP is associated with profound disorders of the immune system. In this regard, idiopathic thrombocytopenic purpura has been renamed to primary immune thrombocytopenia of unknown etiology. Accordingly, in all other forms, immune thrombocytopenia with a known etiology will be a symptom of other autoimmune diseases – systemic lupus erythematosus (SLE), antiphospholipid syndrome (APLS), rheumatoid arthritis (RA), etc.

Currently, the search for etiopathogenetic mechanisms for the development of this rare pathology continues, which could stratify patients into risk groups for the individualization of treatment tactics.

In the literature, ITP is described as a rare, orphan disease. In the medical world there is no single definition of this group of diseases. In some countries, orphan pathologies are distinguished depending on the number of sufferers, in others – on the availability of treatment methods, in others – only chronic, life-threatening ones are classified as rare diseases.

Medicines developed for the treatment of rare diseases are also called orphan drugs and are included in the list of expensive drugs. The assignment of orphan status to diseases and any drugs is a social and political issue in many countries, as well as in Uzbekistan. Government support for rare disease research has led to breakthroughs in medicine that could not have been achieved under the previously existing funding system.

The main clinical manifestation of ITP is hemorrhagic syndrome, and the prognosis of the course of the disease depends entirely on its severity. The risk of bleeding in patients with ITP is estimated by the number of platelets in the analysis of peripheral blood. According to the registry data, in 70.0% of cases, the platelet count at the onset of the disease ranges from 3 to 30x10⁹/l, among them, 35% have a critical level of platelets (from 3 to 10x10⁹/l) with the risk of developing spontaneous alarming, life-threatening bleeding, which requires immediate treatment.

Hemorrhagic syndrome manifests itself in the form of: skin hemorrhages - 77% of cases; bleeding of the oral mucosa - 39%; nosebleeds - 31%; menometrorrhagia - 15% (among women); gastrointestinal bleeding - 7%; hematuria - 4%; intracerebral bleeding - 0.9%, others - 1% (retinal hemorrhage, hemorrhoidal bleeding) [4].

Thus, at the time of diagnosis, about 1/3 of patients have hemorrhagic manifestations corresponding to a severe form of ITP (3-4th degree of bleeding according to the WHO classification). ITP is not a genetic disease, but usually accompanies the patient throughout his life and is incurable. The course of the disease is further complicated by the fact that in 60–70% of patients, after 12 months (chronic phase), the disease becomes chronic, recurrent, and again.

ITP is not a genetic disease, but usually accompanies the patient throughout his life and is incurable. The course of the disease is further complicated by the fact that in 60–70% of patients after 12 months (chronic phase) the disease becomes chronic, relapsing, and hemorrhagic syndrome reappears, requiring an anti-relapse course of therapy.

The diagnosis of "ITP" is a diagnosis of exclusion, i.e., to date, there is no specific test for the disease. Thrombocytopenias of various origins are recorded in a wide range of hematological, non-hematological and congenital diseases, in which isolated thrombocytopenia can be the dominant clinical symptom for a long time. Therefore, to establish the true causes of

thrombocytopenia, it is necessary to conduct an extended diagnostic search at the onset of the disease [5].

The initial approach to diagnosing the causes of thrombocytopenia is based on the patient's history (his underlying medical conditions and previous drug therapy), his objective physical examination, and protocol examination. The protocol for the differential diagnosis of thrombocytopenia developed by us is included in the National Clinical Guidelines for ITP [1]. Most importantly, all the proposed laboratory and instrumental studies exist in routine practice and are mandatory for all patients with suspected ITP.

After excluding other causes of thrombocytopenia, the diagnosis of ITP is based on the following criteria:

- Isolated thrombocytopenia less than $100.0 \times 10^9/l$, registered in at least two consecutive blood tests;
- Absence of morphological and functional anomalies of platelets;
- Absence of pathology of lymphocytes, granulocytes and erythrocytes;
- Normal indicators of hemoglobin, erythrocytes and reticulocytes, if there was no significant blood loss;
- Increased or normal number of megakaryocytes in the myelogram;
- Normal size of the spleen.

It is important to keep in mind: corticosteroids are often prescribed for quick relief of hemorrhagic syndrome without examination according to the protocol, which blurs the true clinical picture of secondary immune thrombocytopenia and affects the true results of immunological tests. According to our department, up to 15–20% of cases in dynamics during a re-examination according to the protocol, the diagnosis of ITP is replaced by another one. The picture of the disease can change over time, in this regard, it is necessary to constantly update data on the patient's condition, differential diagnostics should be carried out at each stage of observation/treatment of ITP. Thus, it is very important to make a differential diagnosis between primary and secondary thrombocytopenia, not only at the onset of the disease, but also with relapse of thrombocytopenia.

Rituximab, another drug for the treatment of ITP, has recently appeared in clinical practice, which was developed for the treatment of hematological malignancies. Rituximab is currently used to treat patients with ITP who are resistant to other therapies. Its use in chronic ITP is based on the removal of autoreactive B-lymphocytes. Rituximab is included as 3rd line therapy. There is about a 60% chance of getting a primary response. But in Russia it is not registered for the treatment of ITP, so the decision is made individually by the medical commission.

In 2018, the US Food and Drug Administration (FDA) approved a new oral drug, a selective small molecule splenic tyrosine kinase inhibitor, fostamatinib, for medical use in patients with resistant ITP. And in 2019, a bioavailable thrombopoietin small molecule receptor agonist for the treatment of adult patients with chronic ITP who had an inadequate response to previous therapy. Both drugs are not registered in Russia for the treatment of ITP. This is perspective.

If different therapy options are unsuccessful in subsequent lines of therapy, it is recommended to use a non-realizing method or conduct complex therapy using immunosuppressants.

As a rule, modern methods of therapy still make it possible to achieve remission of various durations or a state of clinical compensation. But clear prognostic criteria for the course of the disease, response to therapy and outcomes of the disease have not yet been developed due to the nature and unpredictability of the course of the disease.

When starting therapy for chronic, recurrent ITP, it must be remembered that the choice of therapy should be aimed at stopping bleeding of any localization, improving the quality of life of the patient, and not at normalizing the number of platelets at any cost.

In clinical practice, it is important to remember that therapy should always be selected individually for a particular patient, taking into account his age, comorbidity, comorbidities, and also take into account patient preferences. But our practice often collides with the objective realities of life.

Thus, idiopathic thrombocytopenic purpura (ITP) is a rare (orphan) chronic, relapsing disease that significantly impairs the health and quality of life of patients according to assessments of physical, social functioning, and mental state. Bleeding causes fear, anxiety and depression in them with a short-term effect of the therapy and side effects of drugs against the background of long-term treatment with corticosteroids, immunosuppressants.

ITP cannot be completely cured, but can be effectively contained. Modern drugs (thrombopoietin receptor agonists) that have appeared in recent years, with an adequate choice of dose and control of the course of the disease, make it possible to quickly stop the hemorrhagic syndrome, achieve remission of various durations or a state of clinical compensation, prevent the development of severe side effects of treatment, improve the prognosis of the disease, which, naturally, not only increases the life expectancy of patients with orphan diseases, but also its quality. Therefore, it is very important to include them in the therapy of all patients who need it. Today, this equal accessibility is possible only if ITP is included in the federal program for financing high-cost nosology.

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